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Everyday Living

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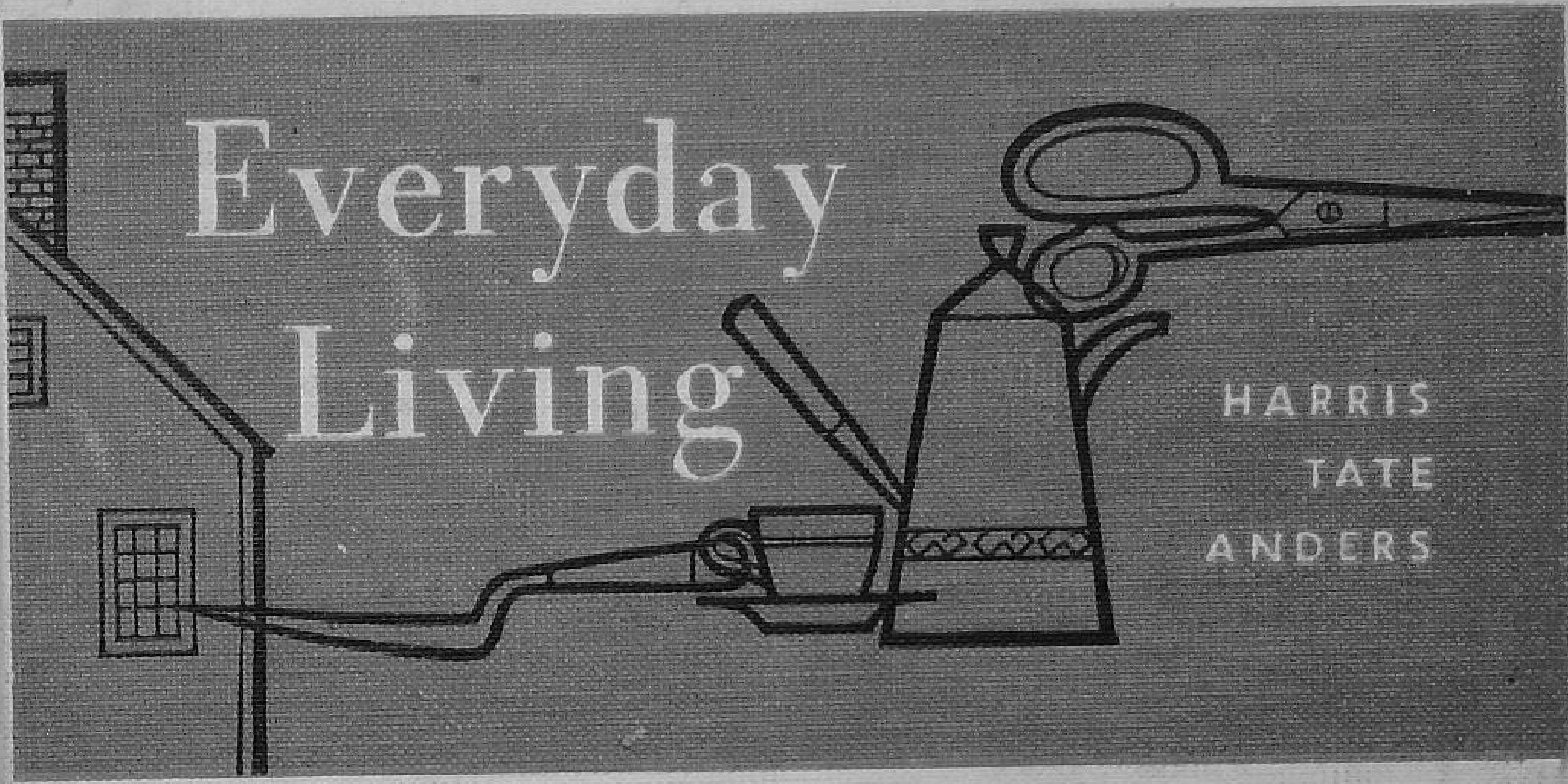

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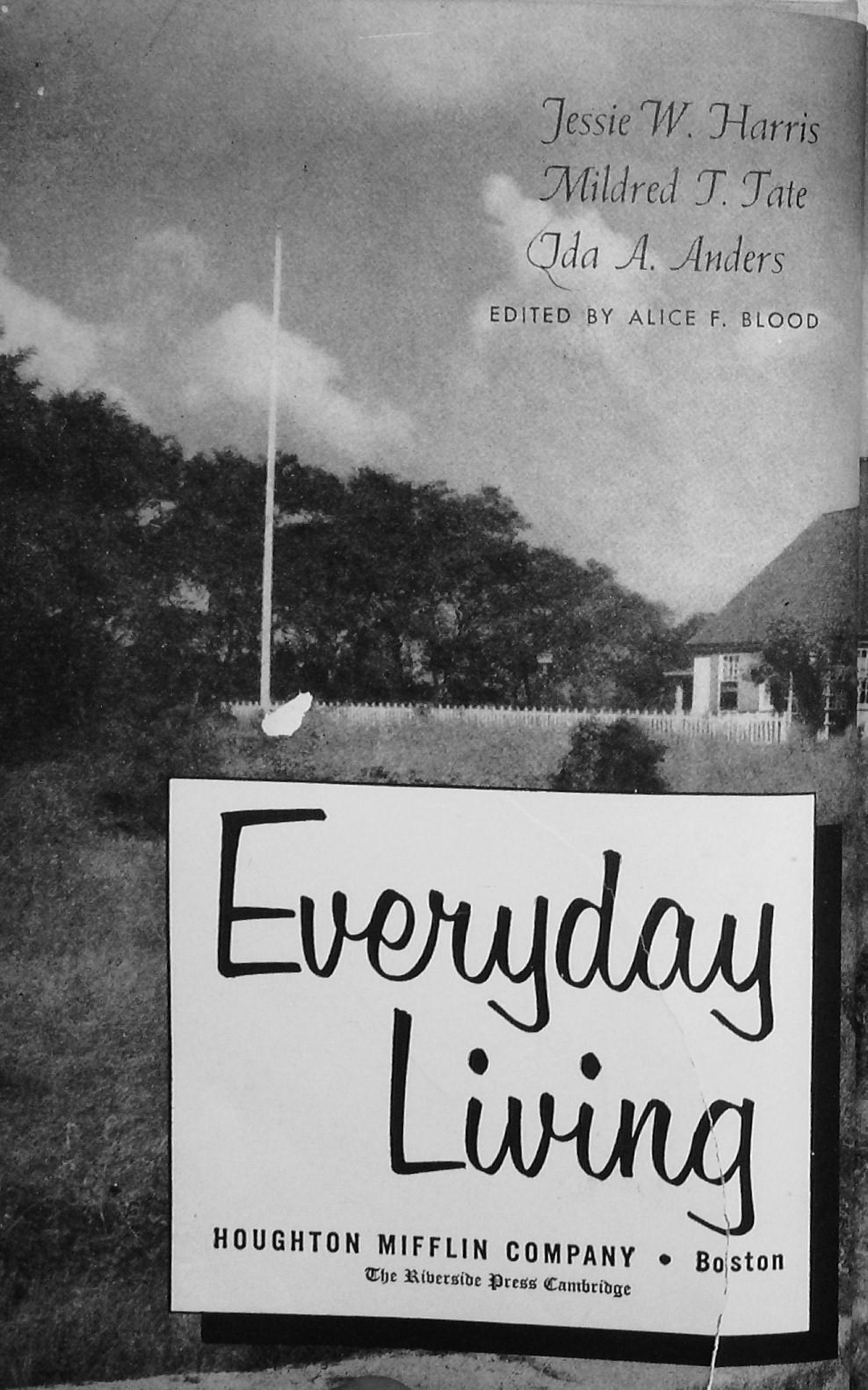

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Everyday Living

HOUGHTON MIFFLIN COMPANY • Boston
The Riverside Press Cambridge

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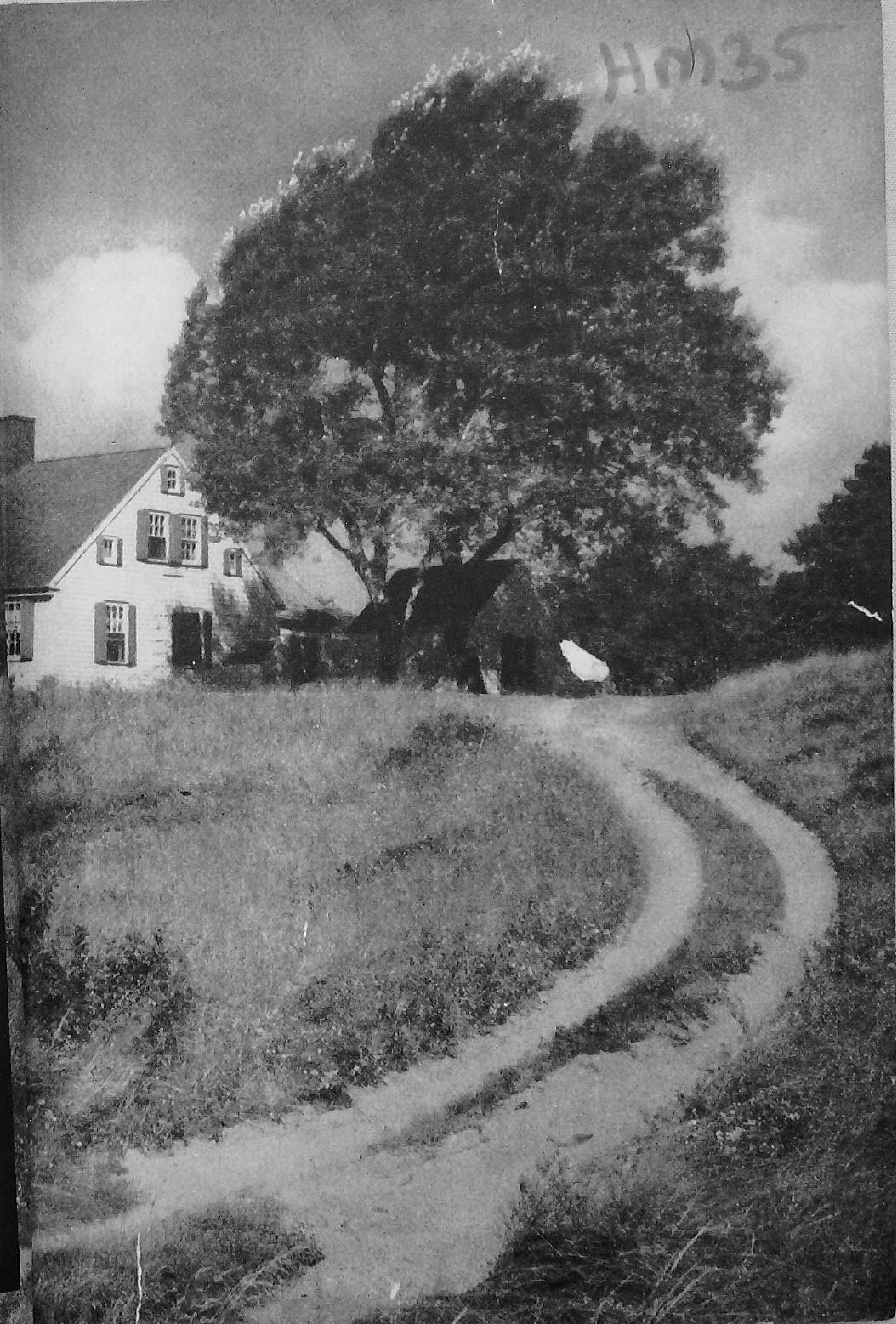

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The Riverside Press
CAMBRIDGE · MASSACHUSETTS
PRINTED IN THE U.S.A.

Preface

EVERYDAY LIVING is offered to young Americans who, through the study of home economics, are learning how to live. The study of family living has become an important part of the school curriculum. This book supplies a guide to a one-year introductory course in homemaking for teenagers, both boys and girls.

Happy living cannot be trusted to chance. It can be learned by all. This book uses the everyday experiences common to most American boys and girls as a means of helping them become well-developed individuals, understanding members of their own families, valuable members of the school community, and good citizens.

The book is flexible — its four units may be used in any order that fits the school program. Unit One, You and Others, is concerned with human relationships, with learning to live and work and play with others. Unit Two, You and Your Surroundings, highlights the learning opportunities in housekeeping, home furnishing, making the home safe, handling illness and emergencies, managing money, acquiring good manners, and achieving good health through proper nutrition. Unit Three, You and Your Clothes, discusses what clothes can do for the wearer and what the wearer can do for his clothes. Unit Four, Sharing in Food Planning and Preparation, presents cooking as both a science and an art that, when properly learned, will interest and reward everyone.

At the end of each chapter there are suggested activities and topics for discussion that make wide use of the day-to-day experiences of the boys and girls who are studying everyday living. At the end of each unit is a reading guide, a selected list of interesting references. These should be used throughout the unit.

It is the hope of the authors that this book will provide an interesting year in the study of homemaking and that the material it offers will prove of lasting value in the everyday living of its users.

Acknowledgments

The authors make grateful acknowledgment to the following: the teachers, parents, and boys and girls who, by sharing their experiences with the authors, contributed to this book; Jeannette Pickford, for her clothing budgets and accounts; Crown Publishers, for stanzas on pages 256 and 262, from *The Cheerful Cherub*, First Series, by Rebecca McCann; General Foods Corporation, courtesy of Swansdown Cake Flour, for recipes for Seven Minute Frosting and Sponge Cake; H. J. Heinz Co., for recipes for Mayonnaise Dressing and Cooked Salad Dressing; Purdue University, Home Economics Department, for proportions for Master Mix and recipes using it, from Extension Bulletin 344, "Master Mix"; The Reilly & Lee Co., for "What I Call Living," from *Collected Verse of Edgar A. Guest*, copyright, 1934; Talon Educational Service for directions and illustrations on putting in a dress zipper; U.S.D.A., Human Nutrition and Home Economics Research Service, for text materials and recipes; The University of Tennessee for material from Publication 342, "Bread, Cakes, and Pastries from the Home Freezer."

The sketches in this book are by Jean Youngs Boone; the diagrams, by Helen Foster. Acknowledgment is made to the following for permission to reproduce pictures on the pages indicated: American Mutual Liability Insurance Co., 132; Black Box, 191; California Fruit Growers Exchange, 163; Condé Nast Publications, 292; Crowell-Collier Publishing Co., courtesy of *Woman's Home Companion*, 407; Devaney, 3; Galloway, 88; Gendreau, 136, 153, 187; General Foods Corporation, courtesy of Calumet Baking Powder, 390, 392, 424, 447, and courtesy of Swansdown Cake Flour, 344, 357, 362, 379, 380, 387, 441; Good Housekeeping Magazine, 206; Gray-O'Reilly, courtesy of *Woman's Home Companion*, 274, 275; Hotpoint Co., 336 (2—bottom); Frederick C. Hicks, title page; International Silver Co., 176; Keystone, 20, 47, 92, 189; Kraft Cheese Co., 414, 415; Lambert, 28, 59, 70, 78; Lever Bros., courtesy of Spry Kitchen, 393; Armstrong Roberts, 12, 22, 23, 26, 37, 49, 61, 71, 84, 93, 159, 333, 360, 398; Simplicity Pattern Co., 6, 236; Singer Sewing Machine Co., 230, 231, 232; U.S.D.A., Human Nutrition and Home Economics Research Service, 62, 118, 139, 148, 156, 164, 165, 168, 170, 172, 173, 276, 287, 310, 318 (2), 326, 327, 329, 335, 340, 351, 352, 399, 401, 412, 418, 432, 437, 445; Wide World, 371; Future Homemakers of America, 459.

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CHAPTER ONE

Learning to Live

DID IT EVER OCCUR TO YOU that one can *learn* to live, just as one can learn to read or to play basketball or to play the piano? Most boys and girls (and grown-ups, too) want to live happily and successfully. Girls and boys feel happy when they do well in school. They want to be well-liked by young people their own age. They want to be approved of by their parents and by their brothers and sisters. When they think of growing up, they picture themselves as admired teachers, nurses, doctors, lawyers, secretaries, mechanics, homemakers, farmers.

Yet what do we find as we look about us? Certainly not all people live successfully. Some are much happier than others. Some are well-liked and others are not; some do well in school and others fail; some have many friends and are happy with their families, while others have few friends and are discontented. We sometimes find such differences even in members of the same family. What makes the difference? Have you ever wondered *why* some people get along in life better than others? An important part of the answer is that some people have learned to live successfully. Surely, knowing how to live well is important to everyone.

Successful living, of course, does not necessarily mean becoming rich and famous. In fact, it often means different things to different people. Many writers, when trying to express what it means to live well, speak of "the enjoyment of life," "living abundantly," "living completely or fully," "living with enthusiasm and joy." A well-known poet expressed his idea of living in these lines:

> The miser thinks he's living when he's hoarding up his gold;
> The soldier calls it living when he's doing something bold;
> The sailor thinks it living to be tossed upon the sea,
> And upon this vital subject no two men of us agree.
> But I hold to the opinion, as I walk my way along,
> That living's made of laughter and good fellowship and song.

I wouldn't call it living to be always seeking gold,
To bank all the present gladness for the days when I'll be old.
I wouldn't call it living to spend all my strength for fame,
And forego the many pleasures which today are mine to claim.
I wouldn't for the splendor of the world set out to roam,
And forsake my laughing children and the peace I know at home.

Oh, the thing that I call living isn't gold or fame at all!
It's good fellowship and sunshine, and it's roses by the wall.
It's evenings glad with music and a hearth fire that's ablaze,
And the joys that come to mortals in a thousand different ways.
It is laughter and contentment and the struggle for a goal;
It is everything that's needful in the shaping of a soul.

What does living mean to you? Do you think it means the same to you as it does to your brothers and sisters? To your friends? To your mother and father? What do you consider to be the marks of *good living?*

What Is Learning to Live?

If you were to open your dictionary and look up the word *learn*, you would find that it means "to acquire knowledge of, or to acquire skill in." The word *knowledge* refers to facts, truths, or principles. *Skill* refers to the ability to apply or to put into practice these facts, truths, or principles. Thus, if we are learning to live, we are finding out more facts and truths about life, day in and day out, and we are putting these truths and facts into practice.

Let us see what this means in our everyday living. You have probably read or been told the *fact* that calcium is necessary for your bones to grow, that milk is the best source of this calcium, and that it takes three glasses of milk a day to give you enough calcium. So, if you want good, strong bones, you will put this knowledge into action by drinking three glasses of milk a day.

Here is another example: You have undoubtedly discovered the *fact* that being tired makes it difficult for you to learn your lessons or to behave at your best. And you have probably read or been told that nine hours of sleep a night are necessary for most growing boys and girls to keep from being tired. So if you are anxious always to be at your best, you are careful to go to bed in time to get nine hours of sleep.

Again, you may know the *fact* that most people like those individuals who make them feel at ease and proud of themselves.

FIG. 1. STARTING A HAPPY HOLIDAY

Vacations from school and work may mean extra experiences in good living together for family members who enjoy each other.

Therefore, if you wish to be well-liked, you will start practicing the kind of behavior that pleases other people.

The truths about life that a person thinks most important are sometimes called his *creed.* A creed is a set of principles that guide us in our thinking and actions. Here is the way one writer described his creed:

> I would be true, for there are those who trust me;
> I would be pure, for there are those who care;
> I would be strong, for there is much to suffer;
> I would be brave, for there is much to dare.
>
> I would be friend of all — the foe, the friendless;
> I would be giving and forget the gift;
> I would be humble, for I know my weakness;
> I would look up — and laugh — and love — and lift.

The following old motto describes the principles of living that another man considered important:

> I am but one
> But I am one.
> I cannot do everything,
> But I can do something.
> What I can do, I ought to do,
> What I ought to do,
> God helping me,
> I will do.

What do you suppose *living* meant to the author of this motto? Do you feel that he had learned to live?

Everyday Living. This book is about some of the *facts* and *truths* of living. Some of these you may know already; others may be completely new to you. Some of them you will be able to put into practice quickly. Others you may have to think about, and learn, and practice for a long time in order to be able to use them easily. Learning is fun when we enjoy the results that it brings, whether these results are measured in better grades, improving our skill at playing a certain game, or winning the approval of our families and friends. What could be more worth while than *learning to live?*

CLASS DISCUSSION AND ACTIVITIES

1. Can you think of a man or woman whom you admire very much and wish to be like when you grow up? Why do you admire

this person? List all the things about this person that you think illustrate good living.

2. Are there any ways in which you are *living better* now than you did last year? Can you think of improvements that you have made in your behavior and in your attitudes during the last year?

3. One of the best ways by which to learn whether we are improving in our living is to keep a daily report of our behavior. Here are some questions which will help you find out if you are *learning to live* with your parents. It would be a good idea to keep a record of your progress by regularly writing out answers to these questions. Similar reports could be made to record improvements in living with your brothers and sisters, with your friends, or with your classmates.

1. What I did to help my parents today which was not required of me.
2. Ways in which I showed respect for and confidence in my parents.
3. Problems in my home which I met better today than I usually do.
4. Problems in my home which I met less well today than I usually do.
5. Problems on which my parents needed help that I was unable to give.

❧ As Others Like You

How does a person make others like him? What kind of behavior is pleasing to most people? These are interesting questions, and Chapter Two is designed to help you answer them.

There are few things more important to us than learning to be likable, for we are happier when well-liked. Here are some advantages to being well-liked (you may wish to add to the list):

You will be welcome in most groups
You will have many friends and be popular
You will have more fun and be happier
You will feel more comfortable with other people
You will get along better with your parents
You will get along better with your teachers
You will be given more opportunities to do things

Pleasing behavior should not be something that is put on and taken off, as a dress or coat is. If one is to be well-liked, he must behave at all times in such a way that others enjoy being with him. It is true that there are some "uncharming" people who manage

Fig. 2. WHAT ARE SOME OF THE TRAITS THAT MAKE YOUNG PEOPLE LIKE THESE ATTRACTIVE TO OTHERS?

to be charming at certain times. But when such a person is caught off guard, or is in a trying and unpleasant situation, his true self usually shows up. A famous example of insincere behavior occurs in Charles Dickens' novel, *David Copperfield.* In that story, Uriah Heep is a mean and selfish man who wants to get control of his employer's fortune. Uriah conceals his real character and wins his employer's confidence by adopting a falsely meek and humble manner. But later, when his plans are upset, Uriah gives way to rage, and the real hatefulness of his nature is revealed. This is what happens to anyone who tries only to *conceal* bad personality traits instead of learning to *overcome* them. Giving way to temper, using bad language, or any other unlikable trait always shows itself when one least wants it to. In the same way, good traits come to one's rescue when needed, if they are really a part of one's personality.

What Traits Do You Like in Others?

To understand how to make others like you, think about what you like in others. A group of boys and girls were asked to list some of the qualities they enjoyed most in others. After considerable discussion they decided that the following characteristics were important. You and your classmates might add other items, but you would probably include all these traits:

good-nature
loyalty
good manners
co-operation
good sportsmanship

Try to explain what each of these qualities means to you by showing how people who possess them act.

Being Good-Natured

A good-natured person looks at life cheerfully and does not take offense easily. If you can take a joke or face a difficult situation pleasantly, you will have a good time in life. When things become difficult, are you able to smooth over the situation and laugh and help others to laugh too?

Frank's birthday came on April Fool's Day. His classmates decided to give him a birthday party. Some of them thought it would be too bad to miss the chance to play an April Fool joke on Frank. One of the boys, therefore, asked his mother to put icing

FIG. 3. CAN YOU ENJOY A PRACTICAL JOKE ON YOURSELF?

on a round tin cake box to make it look like a birthday cake. "Happy birthday, Frank" was written on the cake, which was really a work of art. When the boys presented the cake to Frank, he accepted it with pride. They gave him a knife, and with enthusiasm he started to cut the cake. As his knife hit the tin box he was at first surprised and a little embarrassed. Then he said, "At least the icing is real. Let's use it to make candy!" He invited everyone out into the kitchen. Getting his mother's preserving kettle, he poured a little hot water over the icing on the tin until it had melted down. Then he took out the tin and made a big ceremony of polishing it. He then cooked down the sirup until he had something approaching fondant. In high good spirits he presented each member of the party with a bonbon. "It may taste of tin," said Frank, "but you know my heart's in the right place," and holding up the box, he added, "How much do you bid?"

Have you ever seen a practical joke accepted so good-humoredly that everyone including the victim enjoyed it? Can you think of other ways in which Frank could have handled this situation?

Being Polite

Good manners are the outward expression of the finest qualities in one's character. A well-mannered person not only knows the right thing to do and say in any situation, but he is kind, considerate, and honest as well. Custom has made certain acts and expressions, such as tipping one's hat and saying "Thank you" and "Please," a form of shorthand for expressing the niceties of daily living. Anyone can and should learn the form, but unless the genuine feeling is behind the common phrase or act, the form seems

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insincere. When you accidentally jostle another, your victim knows from the expression of your face and the tone of your voice whether you are truly concerned to have inconvenienced him or whether your "Pardon me" is a mere phrase. To the person who is polite, other persons are of real importance. He sincerely feels gratitude for a small service. The one who has pleased him feels the appreciation in his warm smile; he hears it in the simple phrase "Thank you."

Consideration for Others. Good manners spring from the ability to see the other person's point of view. Thus, in public places of amusement an individual or a group is careful to behave in such a way that its enjoyment does not interfere with the pleasure of others. If in finding your seat at the movies you must pass in front of others, you cause them as little inconvenience as possible and express real regret for it. Annoyance caused by a genuinely courteous person is easily forgiven.

For the same reason, considerate persons do not walk three or four abreast on a crowded or narrow sidewalk, ride bicycles, or use roller skates in a way to endanger or inconvenience others.

Good manners require that any request include the word "please." The expression of the face and the tone of the voice show that the speaker is aware that he is asking a favor. Chapter Three discusses these matters in detail.

Special Courtesies. Courteous men and boys give their seats to older persons or to women in crowded cars. They stand aside for women to precede them at doors and elevators. They also stand when a woman or girl enters the room in which they are sitting and remain standing until she sits down.

FIG. 4. WHAT OTHER EXAMPLES OF SHOWING GOOD MANNERS TO OLDER PERSONS CAN YOU SUGGEST?

Well-mannered boys and girls show special courtesies to older persons. Such acts as making sure that an older person has a comfortable chair or does not have to carry a heavy bundle show consideration for those who are perhaps neither so strong nor so well as they once were.

Being Loyal

The dictionary defines a loyal person as one who is faithful to duty.

Loyalty to One's Country. A man or woman is loyal to his country when he helps it to meet its problems and to become a better place in which to live. Being loyal to a country or to a cause often requires difficult and unpleasant service. Thus, loyal citizens take up arms to defend their country in time of war, and in both war and peace such citizens work constantly to improve the standards and ideals of their country. They interest themselves in legislation that will help to achieve these ends. They make it their business to find out which candidates running for office are likely to work faithfully for the best interests of the country at large rather than for some small special group. Loyalty to one's country does not imply that one believes that the conduct of the government or the conduct of the citizens is perfect. It does mean putting the interests of one's country ahead of one's individual interests. Most citizens desire to be loyal, but unless they have given the matter some thought they may not have realized the duties that being loyal demand.

Loyalty to One's Family. The qualities that are involved in being loyal to one's country are also involved in being loyal to one's family. All members of all families have certain faults, but most individuals have far more pleasant qualities than unpleasant ones. Being loyal to one's family does not mean that one sees no faults in any of the members. It means rather that one should insofar as it is possible overlook these faults and concentrate on the pleasant qualities that in almost every case outshadow the less desirable ones. A really loyal member of a family avoids acts or comments that are sure to arouse the less desirable traits that some of the members of the family may possess. For instance, a child who knows that his father is irritated by senseless pounding and banging makes an effort to avoid such noises when his father is tired or worried. In a family whose members are loyal to one an-

other each speaks to outsiders only of the pleasant traits and ignores undesirable acts of the other members. He does his share of the work willingly and he takes his share of responsibility in providing activities in which the other members can take part with pleasure.

Loyalty to Friends. Loyalty is one of the basic characteristics of friendship. It takes a great deal of intelligence and will power to be loyal to your group at all times, for a loyal person always tries to do the right thing. When one is loyal he tries to help others appear at their best. If he has to comment on their behavior, he does this in a pleasant manner. He is careful not to discuss the flaws of his friends with others who are not in a position to help them. He does not repeat to others unpleasant things that have been said about his friends. He respects the opinions of others even when he does not agree with them. Furthermore, he treats his associates in a way that he likes them to treat him.

Some persons have the mistaken idea that when you ask your friends to be loyal, you are asking them to approve of everything that you do. If one of your associates stole some apples or trampled a neighbor's garden, to pretend that his behavior was all right would be an act of disloyalty. Through loyalty, you try to believe the best of your friend. Furthermore, you try to understand whether his unfortunate act resulted from not knowing what was right, from carelessness, or through an accident. It is better to believe that he has acted mistakenly than that he has willfully committed an error.

If the friend's error is directed toward you personally, it may be more difficult for you to be generous in your feelings. To refrain from feeling unkindly toward a person who has made an untrue statement about you is a test of loyalty. It takes a big person to forgive and forget an act which has hurt his feelings or caused him unhappiness. While a loyal friend forgets and forgives, sometimes it is necessary for him to help his friends overcome their mistakes. This has to be done very carefully or he may be labeled as a "prude" or a "reformer."

Being a Good Sport

The term good sport is borrowed from games. It implies a person who plays fairly to the best of his ability, who in team play does not seek more than his legitimate share of the applause; and finally, it suggests the ability to win graciously and to lose in an

FIG. 5. WHAT PROBLEMS OF GOOD SPORTSMANSHIP DO YOU SEE HERE?

equally gracious manner. Because all these qualities are important in activities other than games, everyone wishes to deserve this name. A boy or girl who excels at tennis usually would prefer to play tennis to some other game such as baseball or basketball at which he is less skillful. If, however, he is a good sport, he is willing to play whatever game the majority of his group prefers and to play it to the best of his ability. Such a person is willing to enter into whatever fun is at hand so long as it involves only activities that are in no way contrary to the standards of his family and community. A good sport has enough courage to refuse to take part in pranks that he thinks are harmful. He gets no pleasure out of teasing persons younger or more easily irritated than he is. Of course in all games he plays fairly and follows the rules. In team play he not only does his share, but he is willing to do more, and he does not expect special favors even if he happens to be an outstanding player on the team. He knows that accepting such favors would be a confession of poor sportsmanship.

Being Co-operative

Co-operation means working with others. Since most of the work of the world and a large part of its play is done in the company of others, a person who wishes to be happy must learn to co-operate.

Co-operating with a Group. When a group of boys and girls have a task to perform, such as collecting properties for a school play, their success is dependent upon the degree to which all members of the group co-operate. In such a group not every person can hope to have assigned to him the task he would enjoy most. One evidence of co-operation is the ability to accept a task imposed by a group and carry it out efficiently even if it is somewhat distasteful. An unco-operative person usually does not fit well into a group. Not only does the group resent his lack of co-operation, but he

himself is made unhappy by failure to receive the approval of his group.

Mark had come from a school in a near-by town. Because his father owned the mill in the village to which Mark's family had moved, Mark seemed to expect special favors from his classmates. The boys and girls of his class had been given permission by the principal to redecorate the room which was used for the class meetings. Each member of the class was assigned to a definite task. Mark and five other pupils were given the job of washing windows and woodwork. "I will be glad to help paint all day," said Mark, "but I don't want to wash anyone's dirt from the woodwork."

The members of the class were a little surprised, but with good sense decided that they would pay no attention to Mark's statement. When the day came for cleaning the room, everyone except Mark appeared in his old clothes ready for the task. Everyone then started to work. At first Mark was just a hindrance. He tried to engage the others in conversation. Once in a while he did offer to hold a ladder or to help in some other way that pleased him. The others, however, set about their tasks in a businesslike way and paid less and less attention to him. Several times when he offered to carry a pail or find a tool, one of the boys would ask him to get out of the way because he was in a hurry. Before long Mark began to feel very much neglected. Finally one of the boys who was washing the woodwork called out to him, "Hey, Mark, how about getting down to business? We still have two more walls to wash. I thought you were on our committee."

For a minute Mark thought of resenting this call to duty. Then he decided that whether the work was pleasant or not it

FIG. 6. IT IS MORE FUN WHEN YOU DO YOUR SHARE OF THE WORK

1. What traits that you have been considering did John exhibit in this conversation?

2. Which of the qualities that you have been discussing did John's mother show?

3. Should John have told his mother who damaged Mrs. Orr's garden?

4. Do you think John's mother should have insisted on learning the name of the culprit?

5. If you were John, how would you introduce the subject of Mrs. Orr's garden in a conversation with members of your group?

6. What do you think the group should decide to do about the incident?

7. How could the group prevent a similar thing from happening again?

II. A group of boys and girls from the Farnsworth School went to a neighboring town to attend a football game. After the game, Miss Hardy, a teacher who accompanied them on the trip, took them to dinner at a tea room. Everyone enjoyed the food and the merriment. Two days later Miss Hardy received a letter from the owner of the tea room stating that after her group left four teaspoons were missing.

1. Miss Hardy as the hostess of her group has certain responsibilities toward the younger people. Perhaps her inclination would be to send the owner of the tea room a check to cover the cost of the teaspoons and say nothing to her guests about the matter. If Miss Hardy followed this plan do you think the persons who took the teaspoons would be likely to change their habits?

2. The community school board and the pupils' parents expect Miss Hardy to hold high standards of conduct and to influence pupils to live up to high standards of honesty and courtesy.

3. As a teacher Miss Hardy has other responsibilities toward the young people whom she entertained. Unless she lets the young people know in some way that she received the letter from the tea room, the group will probably never know that the teaspoons were missed. Is it possible that the culprits might think Miss Hardy knew what they had done and did not consider it a serious offense?

4. What do you think the other members of the group should do about the theft of the teaspoons if Miss Hardy does not mention the matter to her guests?

5. Which course of action would you advise Miss Hardy to take?

6. If Miss Hardy decides that she must discuss the matter with her guests, how would you advise her to present the problem?

7. Were the pupils who took the teaspoons loyal to their hostess and to their school?

8. Do you think that taking the teaspoons was a humorous prank? Why or why not?

9. Were the pupils who took the teaspoons acting in a courteous manner toward their hostess and toward the owner of the tea room?

10. What would you do as a member of the group if this had happened in your group?

11. How can you and your friends prevent such a thing as this from happening in your group?

12. What likable traits does a person who engages in this kind of behavior lack?

13. What were the obligations of the pupils as guests?

14. What were the obligations of these pupils as honest individuals?

Learning the Right Thing to Do and Say

MARY WAS DISAPPOINTED because her Scout troop voted not to go on the hay ride she proposed. When she pouted and complained, "You never do anything I suggest," one of the Scouts said, "Watch it, Mary, your manners are showing." Yes, our manners always show. They can embarrass us or put us at ease, depending on how bad or good they are. Good manners are more than a set of rules to follow. They are the *golden rule* of treating others as we like to be treated. Good manners include an attitude of warmth and well-being toward others, toward oneself, and toward life. A well-mannered person is kind and tactful, genuine and sincere. When he says, "Thank you," he *feels* thankful.

Our manners readily tell others what we are like. They are the first, and often the only, impression we make on others. Pleasing manners help both others and ourselves in many ways. They make it easy for us to join the groups of our choice. They help us and others feel comfortable, and give us self-confidence.

EVERYDAY ETIQUETTE

Learning to be polite is part of growing up. It is not difficult to become a courteous person. There are only a few rules to be learned, but they must be practiced daily so that they become habits. Some of these rules concern such everyday things as how to greet people, how to introduce people, how to express thanks, how to answer the telephone, how to join or leave a group acceptably, and how to handle other common situations.

Simple Greetings. A friendly person is probably not conscious of the need to observe any rule in greeting friends and acquaintances. It is courteous to say "Good morning" to the members of your family when you first see them. Similarly when you enter your home room in the morning you say "Good morning" to your teacher. All the way to school you have been saying "Good morning" and "Hello" to the various friends you passed or caught up with on the way. Such familiar situations as this

offer no problem at all, but suppose that a friend of your father's whom you scarcely know stops you on the street and says, "Good morning, Sara. I haven't seen your father for some time. Has he been ill?" If you have had enough opportunities to practice what you should say and do in such a situation, it is no effort for you to say, "Good morning, Mr. Sprague. No, Daddy isn't ill, but he has been on a trip. We are expecting him home Wednesday." If you are a boy in a similar situation you should take off your hat as you reply to the greetings, and add perhaps the word, sir, to your last remark.

There is another rule for greetings that take place in a house. A young person who is seated rises when an older person comes into the room. The younger person stands, greets the older person, and remains standing until the older person passes out of the room or is seated. A boy or a man always stands when a girl or a woman enters the room, even though he may have seen her a moment or two before, and he remains standing until she sits or goes out of the room. Girls, therefore, who are considerate and well-mannered are careful not to stand talking for more than a brief period, so that the boys or men present may return to their seats.

Introductions. All your life you will find it convenient to know how to introduce one person to another. There is one fundamental thing you should remember: no matter what the respective ages of a man and a woman are, the man is always presented to the woman. The person to whom you wish to show respect or deference is named first. Thus if you are presenting your father to a girl of your own age you might say, "Father, may I introduce you to Betty?" You always present a younger woman to an older woman. Suppose Jack brings his cousin Billy to school for a day's visit. When he introduces Billy to the principal he should say, "Mr. Evans, this is my cousin, William Smith," or if he wishes to use a rather more formal type of introduction he might say, "Mr. Evans, may I introduce my cousin, William Smith, from Philadelphia?" Jack addresses Mr. Evans first because he is older than his cousin. By addressing Mr. Evans first, Jack shows his respect for the principal. If, however, Jack were introducing his mother to Mr. Evans, he would show the greater deference to his mother because she is a woman and say, "Mother, may I introduce Mr. Evans, our principal?" or if he were using a less formal type of introduction, "Mother, I should like to have you know Mr. Evans, the principal of our school."

Try to avoid using such expressions as, "Mary, meet Billy Smith." Such a statement is abrupt and therefore somewhat rude. Moreover, it shows a lack of knowledge of the correct form.

When you are introducing older persons you should always preface their names by their titles, Mr. Mrs. or Miss. If any of the persons whom you are introducing are members of the armed forces or if they are doctors of medicine, philosophy, divinity, or other subjects, you should use their titles. Don't use the title Reverend in making introductions unless it is prefaced by the word "the" and then very rarely.

Your introductions will be much more gracious and lead to pleasanter chats between the persons you are introducing if you add a phrase or two about the interests that your two friends share. For example, you might say, "Mary, may I present my friend Jack Smith? Jack, this is Mary Jones. Jack, you know, is president of our class, Mary." And to Jack you might add, "Mary is interested in dramatics. She played the leading lady in our class play."

Sometimes in large groups there are persons to whom you have not been introduced. If you find yourself beside such a person and

FIG. 7. LEARNING TO INTRODUCE FRIENDS PROPERLY PUTS EVERYONE AT HIS EASE.

it would be awkward not to chat, you may introduce yourself. You might say, "We haven't met, have we? I am John Smith." The stranger will then tell you his name and you can chat a few minutes.

Can you apply these rules for making introductions correctly to the following situations?

1. Jack is introducing Billy Smith to Tom Brown, a boy at school.

2. He is introducing Billy to Mary, one of the girls in the class.

3. He is introducing Billy to Grady Roberts, the captain of the football team that has just won the championship.

4. He is introducing him to Miss Heath, one of the teachers.

Whether you are the person making the introduction or whether you are one of the persons being introduced, try always to save any embarrassment from occurring through a momentary forgetfulness of a name. If you see that a person about to introduce you has suddenly forgotten your name, you can say, "Nobody ever calls me anything but Jack. You probably have forgotten that my real name is John Morse." If you are the person making the introductions and you suddenly realize that you have forgotten the name of one of the persons whom you are about to introduce, stifle your embarrassment as well as you can. Try to remember that such a mistake happens occasionally to the best trained person and say as simply and quickly as you can, "I am sorry, but I shall have to ask your name."

Accepting introductions is as important as making them. When boys are introduced to each other they usually shake hands, but a boy who is introduced to a girl does not shake hands unless she offers her hand. It is purely a matter of etiquette to say, "How do you do," or "I am glad to know you," instead of "Pleased to meet you," which is another abrupt and therefore rather rude expression. It is part of the duty of the persons introduced to add, if the occasion is such that conversation should follow, some friendly remark that will lead to a brief chat. In such a situation try to find something more lively than a comment on the weather. There is usually some recent game or amusing occurrence to which you can refer. It does no harm to think before you go to a party of two or three interesting openings that you can use in carrying on a conversation with new acquaintances.

Joining Others. Some young people find the problem of joining a group that is already assembled one of their most difficult social

FIG. 8. IF YOU WERE TO JOIN THIS GROUP, WHAT TOPIC WOULD YOU DISCUSS?

moments. Until you have given the problem some thought and have had considerable practice in making yourself a part of an assembled group, you are likely to feel a little awkward at such moments. As soon, however, as you understand the problem and know what to do and say, your shyness will leave you. There is nothing like practicing the rules of courtesy to dispel self-consciousness. In the first place you should remember that there are two sets of responsibility. The first is your responsibility to take an interest in whatever the group is doing whether it is collecting scrap, planning a community garden, or merely talking about last week's game. You will get your clue to the interest of the group as soon as you speak to them and they speak to you. If you are a stranger being introduced to the group, someone in the group will say, "We are planning a backyard picnic at Sally's for Saturday. Can't you give us some ideas?"

No matter how uninterested you may be in backyard picnics, it is your duty to think of something that you can say to show that you want to have a part in whatever subject is interesting the group. There is nothing ruder that a person can do than to join

a group that is already discussing last week's basketball game and begin talking about how much he would like to go skating. In other words, the duty of the newcomer to a group is to fit himself into the work or play of the group. In doing so, he should be careful not to make ungenerous comparisons, nor to take up more than his share of the time by accounts of his own exploits. For instance, in the case of the group who were planning a picnic it would be rude for the newcomer to say, "I certainly can give you some pointers on a good picnic. Over in Westville where I live we have the best picnics of any group anywhere," and then go on to list all the things that his group has done. If he is asked for suggestions he should make them in a somewhat tentative way, so that they are really suggestions.

The members of the group who are joined by a newcomer also have a responsibility. It is their duty to make the newcomer feel at ease, to draw him into the conversation, or work, or play, and make him feel that he is a welcome member of the group. They also have a responsibility to the group. The girls and boys who were planning the picnic couldn't allow a newcomer to divert them to some subject quite different and waste the time that they had planned to give to discussion of the picnic. If a newcomer does seem to divert the group from necessary work, someone in the group can, after listening a few moments to the newcomer, ask again for suggestions and explain courteously that it is necessary to go on with the plans because the picnic is going to take place in a few days and each of them must know what to do.

FIG. 9. WHAT ADVANTAGE IS THERE IN LEARNING SPECIAL COURTESIES EARLY IN LIFE?

There are special marks of courtesy used in joining or leaving a group. You have

already learned that a boy rises when an older person or a woman or girl enters the room where he is sitting. Girls also rise when older women enter a room. Persons of whatever age avoid passing in front of a person or between two persons when they enter or leave a room. When it is impossible to avoid passing in front of someone you should always ask the person inconvenienced to excuse you. Boys hold doors or gates open for girls and women or older persons. Boys place and remove chairs for girls and women. Boys allow girls or women to precede them in entering and leaving a room. These attentions may also be shown by girls to older women.

Suppose that you are visiting a friend whose mother comes into the room. What do you think you should do? Suppose Jean and Dick are eating in the school cafeteria when Elsie comes up to their table. What should Dick do and say and what should Jean say? Suppose Sam comes to their table. What difference would this make in Dick's conduct? If Mr. Smith, one of the coaches, stops to speak to Dick, what do Dick and Jean do and say? If Miss Kirk, who teaches mathematics, stops at the table, what do Dick and Jean say and do?

Talking to Others. It takes two to make a conversation, but only one person should talk at a time. Therefore, no one person should attempt to take the floor and hold it for any length of time, for each one in the group is responsible for some of the conversation.

Interrupting another person who is talking is a mark of bad manners. If the necessity arises, however, you should say, "Excuse me, Jack, but I must answer the telephone," or, "I am sorry, Mrs. Stevens, the telephone is ringing. I'll be right back."

Since only one person talks at a time, conversation in a group requires good listeners. A person who is an attentive and interested listener knows the right time in the conversation to offer his own comment which will be to the point and carry forward the subject under discussion.

Boys and girls sometimes complain that although they enjoy talking they do not know how to start a conversation. One of the easiest ways is to ask a question of some member of the group concerning a subject in which you know that he is interested. Try always to pick a subject that will interest at least a large part of the group. If it is winter and the skating rinks have just been flooded, it is simple enough to say, "Have you been down to the

rink, Jack?" or "Do you like to skate, Mary?" If the person thus addressed is well-mannered he will make some reply that will keep the conversation going. He may not care anything about skating, nor even know that the rink has been flooded, but instead of expressing his own boredom with the subject he will probably say, "Tom was telling me last night that he and Sam had been down. Our class is already thinking of getting up a hockey team."

Using a pleasing tone and learning to speak in a pleasant way are both the marks of a well-bred person. It is a courtesy that everyone owes those with whom he associates. If you have a suspicion that your voice is too loud, harsh, or unpleasant, listen as you talk and see what improvements you think should be made in it. Perhaps the teacher of English or of speech in your school can give you some suggestions that will help you to improve your speaking voice. A pleasant, agreeable voice is increasingly important in many modern callings, of which the radio is only one. For instance, a person in charge of the order desk in any large department store must have a pleasant speaking voice.

Telephoning. Today when much of the world's business and many of its social obligations are transacted over the telephone, it is important to know how to use the telephone both efficiently and courteously. There are a few rules that you ought to remember. It will be a good plan for you to read the material in the front part of the telephone directory where your telephone company calls attention to proper use of the telephone. Before giving the number to the operator, or before dialing, you should always look up the number you are going to call unless it is one with which you are so familiar that there is no chance of your making a mistake. In giving a number to the operator be sure to speak slowly and distinctly. In answering the telephone in your home you will seem more courteous and efficient if you say, "Mr. Sprague's residence," rather than "Hello." If you happen to call a wrong number you should always ask to be excused. When you end the conversation in which the other person has given you information or helped you in any way you should say, "Thank you." Since the whole impression that you make when you telephone is conveyed by your voice, you should take especial pains to sound courteous and to speak clearly.

When you receive a call for a member of the family who is absent, it is polite to say, "Mother is not in. May I take the mes-

FIG. 10. A FRIENDLY GREETING

sage?" You should then write the message, and if you are uncertain about any part of it, repeat it so that the person giving the message is certain that you have the correct information.

Family members must share their telephone, and often several families are on the same line. Therefore, a polite person will consider the needs of others when using the telephone and will make his calls brief. Courteous persons are careful also to place their calls at times which will be convenient to the person they are calling. Calling, therefore, at mealtime should be avoided. Calls to a person who you know is working or entertaining friends should be avoided if it is possible to call at another time.

More Formal Greetings and Good-bys. One mark of pleasant manners is the ability to greet friends and acquaintances in a gracious manner. Naturally your manners are less formal with persons your own age and with older friends who are well known to you. One of the first rules to remember is to greet the person whom you meet, or who comes to your door, by name if it is known to you.

When a friend or an acquaintance of yours or your family comes to the door you may greet him with some such phrase as "How-do-you-do, Mr. Martin?" Usually you should ask him to come in, take him into the living room, and explain that you will call your mother or your father or whichever member of the family the visitor wishes to see. Then go in search of that person. You do not summon the member of the family by calling out to him from a distance. The guest should not be able to hear whatever comment you make to the person whom you are summoning. If you find that the person for whom the guest asked is going to be delayed, return to the visitor and explain that your mother or father will be

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down shortly. Unless it is very inconvenient, you should stay to chat with the guest until the person for whom he has called appears.

When a stranger comes to the door the situation is somewhat different. In the first place you as a responsible member of the family must judge whether it will be wise to invite the stranger in. You greet him pleasantly with some such phrase as "Good morning," or "Good afternoon," and then ask courteously, "Whom did you wish to see?" The stranger on legitimate business will then introduce himself and state clearly his reason for calling. If the stranger is a salesman for some article in which your parents will not be interested, you should find some courteous phrase with which to dismiss him. You might say, "My mother is not in a position to buy the article," or "I know that you will excuse me for not calling my mother, but she is extremely busy at the moment." Unless you are satisfied in your own mind that a stranger has legitimate business with some member of your family it is not advisable to ask him into the house. If, however, you feel that some other member of the family should speak to the stranger you should ask him courteously to wait while you call that member of the family. Although it may seem rude to do so, it is a matter of protection to close the door on such a person while you summon some other member of the family.

If you come into a room in which your mother or father or some other member of the family is entertaining a guest, you should speak to the visitor. If he is well known to you, you may wish to sit down and visit for a few minutes, but after you have exchanged a few remarks you should say, "Will you excuse me, Mr. Carter?" and get up and go upon your way.

Saying good-by gracefully is another situation that demands tact and poise. When you are the person who is leaving, you should rise, express appreciation for the pleasure you have had from the visit, and leave. It is not good manners to start to say good-by and then begin a long conversation. If you are a hostess and the guest brings the conversation to a close, gets up, and starts to say good-by, it is equally inconsiderate to delay him by starting a lengthy story or seeking in any other way to detain him. You express your pleasure in the visit, walk with him to the door, and usually ask him to come again. It is well to remember that while the first impression one makes on another is important it may not be as lasting as the impression made when you depart.

Going Out Together

A Well-Mannered Escort. When boys and girls walk along the street together the boy should walk on the curb side. Even if he is walking with two girls he still walks on the curb side. He never walks between two girls. He tips his hat to a girl or a woman when he meets her on the street. When the way is narrow and there is room for but one person to pass, he steps aside and lets the girl with whom he is walking pass ahead of him. In elevators he removes his hat if a girl or a woman is present. He never wears his hat in the house whether or not ladies are present.

In getting out of a car, or off a street car, the boy gets out or off first and helps the girl or woman with him to alight. In entering a car a boy opens the door and lets the girl enter first. Of course, he does not crawl over a girl or woman in getting into a car unless by reason of some emergency such an act is unavoidable. At such a time he asks to be excused as he does when it is necessary to pass in front of a woman.

Fig. 11. WHAT COURTESY IS THIS BOY SHOWING THE GIRL WITH WHOM HE IS WALKING?

At the movies, or a concert, or any other public place, the boy opens the door for the girl and lets her go through the door first. When there is an usher, the boy presents the tickets or tells the usher where he and his friend wish to sit. The girl goes first, following the usher down the aisle. The girl also goes first in entering the row of seats. At public places of entertainment where there is no usher, the girl steps to one side upon entering the door and the boy leads the way down the aisle to the seats, the girl following him. As soon as the boy finds the seats he steps aside and permits the girl to precede him into the row of seats.

This is the correct procedure in entering a public dining room, assembly hall, or almost any other place to which boys and girls go together. Once these simple forms are learned, they become so much a part of your daily practice that you unconsciously follow them.

A Well-Mannered Guest. No matter how simple the entertainment offered, the courteous person not only expresses appreciation for it, but behaves in such a fashion that it is obvious he is having a pleasant time. It is more fun to do something for a person who enjoys it than for one who seems bored or appears to forget that you are the person who has made the pleasure possible. A well-mannered person accepts an invitation enthusiastically and graciously. His response to the invitation depends upon the form in which it is given. When someone asks you to step in and have a soda you may say "I'd love to," or "That would be fun." Written invitations require that the acceptance follow the same form as the invitation. Thus to a formal third-person engraved invitation you reply in a formal third-person note. A friendly letter inviting you to spend a few days in a friend's home should be answered by a friendly letter expressing appreciation for the invitation and repeating the time and place of meeting, hour of arrival of trains, if they are involved, and other similar details that will make it as simple as possible for your hostess to meet you. Most of the invitations that you will receive are informal and should be answered informally.

Paying Visits. The preparation for having a good time and fitting yourself into the life of the home you are to visit begins with the acceptance of the invitation and the arrangements for arriving. Usually your hostess will have told you the approximate hour at which you are expected. She may even indicate the trains that it would be possible or convenient for her to meet. You should try to select one of the trains that she has indicated and let her know which one. In some unusual circumstances the only train you are able to take may arrive at a very inconvenient hour for your hostess. If the only train you can take arrives at midnight, that is the train you will have to take, but you will let your hostess know why you must arrive at such an inconvenient hour. If through some unforeseen emergency, such as a delay of trains, you are going to arrive an hour or more later than the time you have set, the courteous thing is to telegraph your hostess as soon as you know the time you will arrive.

It is important to have suitable clothes and equipment when going for a visit. If you are invited to spend a few days at the seashore you will need a bathing suit and cap, possibly a bathing wrap. The clothes that you take when you visit should be clean, neat, and carefully packed so that you will not have to inconvenience your hostess by trying to press them in her house. A considerate guest tries to take as little luggage as possible and yet be suitably equipped for her visit. Small houses today do not lend themselves conveniently to the guest who must arrive with stacks of luggage.

One of your important obligations when you arrive at your friend's home is to find out the hours for meals. No considerate guest is late to meals in a friend's home. Usually your hostess will tell you at what hour meals are served, but if she forgets to tell you, it is your business to ask so that you may be prompt. Once you have found out, it is your business to observe those hours rigidly. Even if the young person whose special friend you are appears to forget mealtimes, it is your business to suggest tactfully that perhaps it is time to leave the beach or to get ready for dinner.

If some evening entertainment is provided, such as going to the movies, or to a dance at some other house or the country club, you must as a guest find out what time your friend's parents expect the young people of the house to return. No matter how good a time you may be having, you must be ready to leave it in order to return at the specified time.

Most guests who make a visit of several days take some small remembrance for their hostess. Such a gift should never be expensive. It may be an attractive cake of soap prettily wrapped or a book if you know the tastes of your friend's mother sufficiently well to select one that she would like. While you are still a young person, this gift is always intended for your friend's mother. Sometimes a guest prefers to make her visit and then after she has returned home send some trifling gift as a mark of appreciation.

It should not be necessary to add that a considerate guest treats the furniture and furnishings of the home in which she visits with even more meticulous care than she treats similar objects in her own home.

When you are a guest in the home of a friend, the obligation to have a good time and show that you are having it is even greater than the obligation to show similar appreciation for invitations to simpler and briefer forms of entertainment. From the very begin-

FIG. 12. A PLEASANT GUEST ENJOYS ALL MEMBERS OF THE FAMILY.

ning of your visit you should remember that it is your duty as well as your pleasure to enter enthusiastically into whatever form of entertainment your hostess has provided. You may dislike athletics intensely, but if your hostess and her family find their chief recreation in tennis and other athletic pursuits you must enter into the games, play your best, and appear to have a good time. Of course if the family you are visiting are experts in some form of athletic games and they have other guests equally expert, you will only be spoiling the pleasure of others if you attempt to take part in them. Under such circumstances the courteous thing is to explain that you are not a skillful player but that you like to watch the game. You then make yourself as much a part of the game as you can, never letting your hostess feel that you have any of the sensations of a wallflower.

The guest in a family fits herself into the interests of the whole group. This may require finding time to play checkers with a younger brother or sister or to help with some of the household tasks such as making the beds or washing the dishes. Whatever she sees she can do without causing embarrassment or confusion,

she does as quietly and efficiently as she knows how. Such a guest never lacks for invitations.

When you return home from a visit you should write a thank-you letter to your friend's mother. You should also write a letter to the member of the family whose special guest you were. The letter to your friend's mother is often called a bread-and-butter note. It should be a genuine expression of thanks for the courtesies shown to you. A very simple way to make such a note convey sincere appreciation is to refer specifically to some of the good times you enjoyed. Try also to include references or messages to other members of the family. If the friend whom you visited has no mother, your bread-and-butter letter should be addressed to whatever member of the family has acted as hostess during your stay, or to your friend's father.

It is impossible, of course, to cover all the rules of etiquette that you are going to need when you make a visit in another home. These points, however, are the fundamental ones. Consideration for others, observing the simple niceties of pleasant living, and your own good sense will guide you in the particular situations that you meet. All your life your success will to a large degree depend upon your ability to fit yourself into a new or strange group, add to the pleasure of the group, and make them feel that you are a welcome addition to it.

CLASS DISCUSSION AND ACTIVITIES

1. John is a boy about your own age. The following paragraphs tell of his behavior in one situation. When you have read the paragraph be prepared to state whether you think he knows the meaning of "good manners at home?" Then take your part in the class discussion which follows.

John was sitting in the living room eating some cookies when the door bell rang. He waited to see if his sister was coming down from upstairs to answer. Soon the bell rang again, and John dragged himself to the door. When he opened the door, before him stood a strange man holding some letters in his hand.

JOHN: "Hello. What do you want?"

THE STRANGER: "I am Mr. Kyle from the associated gas company. Your mother has asked me to check her gas stove for she feels that it is using too much gas. Is your mother at home?"

JOHN: "Nope, she went to the grocery store."

MR. KYLE: "When do you expect your mother to return?"

JOHN: "I don't know. Mom ought'er be here pretty soon."

MR. KYLE: "May I come in and wait until your mother returns. It is some distance from the office to your house, and I should like to avoid making another trip."

John opened the door and let Mr. Kyle in the house. As soon as Mr. Kyle entered, John went out the front door to play with his pals.

Discuss in class:

Was John mannerly in his treatment of Mr. Kyle? If you had been Mr. Kyle, what type of person would you have taken John to be? With the assistance of your classmates, rewrite the conversation between John and Mr. Kyle so that it would portray good manners.

2. When stopping at your friend's home on the way home from school, what opportunities would there be for exercising good manners?

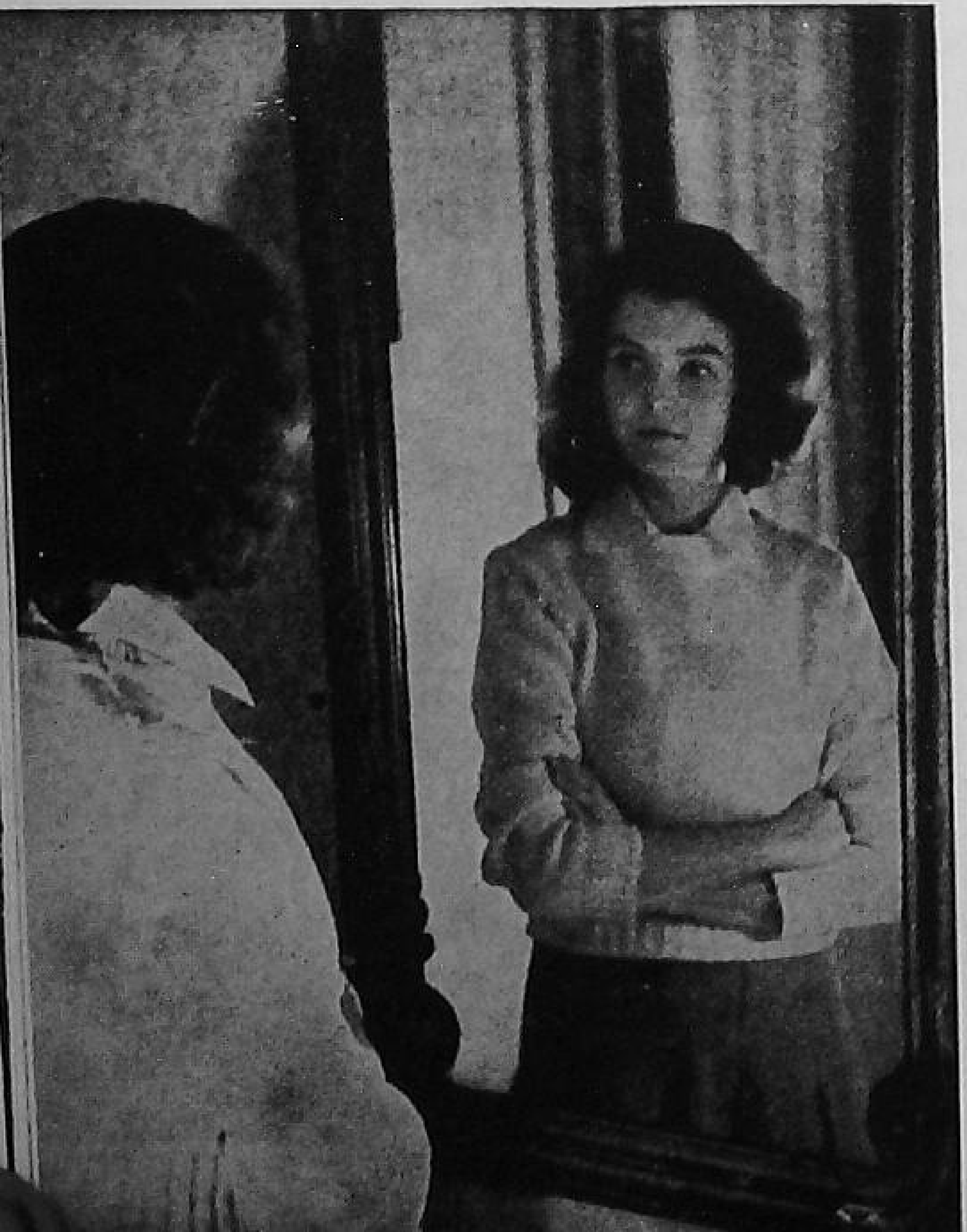
3. Suppose that you were giving a party for an out-of-town friend. How would you decide whom to invite to the party? How would you introduce the friend to your boy and girl guests? How would you introduce your mother to these guests? As part of the entertainment for the evening, the party guests are to be taken to see a motion picture. With the help of your classmates, plan the party. Make a list of all the things that the hostess and guests would need to know to portray good manners throughout the entire evening.

Understanding Yourself

HAVE YOU EVER BEEN SURPRISED at something you have done or said? Have you ever behaved so well in one awkward situation, or so tactlessly in another, that you said to yourself later, "What-ever got into me"? Perhaps you showed loyalty by defending a classmate against unfair criticism. Or perhaps you sulked for days over a minor annoyance. When your own conduct surprises you, and especially if it "lets you down," you need to try to understand yourself better.

A person who understands himself knows how he usually behaves and why he behaves as he does. He knows whether he is usually happy or gloomy, friendly or indifferent. He knows if he is as "grown-up" as he should be for his age. The person who recognizes his faults as well as his virtues is fortunate — if he uses this knowledge to make himself a better-liked and happier person.

FIG. 13. WHAT SORT OF PERSON WALKS AROUND IN YOUR SHOES?



For instance, the more you understand yourself, the better you will understand others. Then you will be able to avoid doing the things that irritate other people and to practice the things that are pleasing. And if you understand yourself, you will have an idea of your abilities. You will know if you can accomplish a certain task. You can judge how content you will be in various jobs. These are just a few of the happy results of "self-knowledge."

YOU AS AN INDIVIDUAL

Differences in Tastes. The first thing to learn in trying to understand yourself is to realize that

there is no one exactly like you. Every individual is entirely different in some respects from every other person in the world. A great many persons, for instance, may have the same taste in music, a large number of persons may enjoy the same food, still another large group may like the same games. Similarly many individuals may have the same qualities of loyalty, steadfastness, honor, and uprightness, but no two persons will have exactly the same qualities in the same degree or express them in precisely the same way.

Physical Differences. Individuals differ not only in attitudes, behavior, interests, likes, but also in physical appearance and build. In your class at school you will be able to find examples of these differences. Among a group of boys and girls the same age, you will find some who are blonde and others brunette; some who are tall and others short; some who are thin and others who are fat. Those who are tall will not be tall in the same way. Some will be tall and thin, others will be tall and heavy, and some will simply be tall. Likewise, those who are short will not be short in the same way. To look different in build and coloring is expected, but most boys and girls like to appear sufficiently similar to their classmates in behavior and dress not to be self-conscious. If you have a younger brother or sister, you can easily find an example of this desire. Perhaps a number of boys in the fifth grade have red and black mackinaws. If your small brother has no such garment, he is likely to make life miserable for the rest of the family until he secures one. This is an effort on his part to conform to what he considers one of the important standards of the group with which he is associated. If he does not have the coat, he feels that he is going to be conspicuous in his group. Although he cannot express the feeling clearly, he thinks that he is more likely to be accepted as one of the group if he looks like those members of it which he admires. A girl may carry on a campaign to have her skirts the exact length worn by most of the members of her group. Even such a small deviation from the standard of the group may make her unhappy. Well-meaning older persons sometimes try to make children realize that absolute conformity in such matters is not an essential of happiness. Until a person finds this fact out for himself, he is not likely to be much impressed by advice. You may have known of a case like this one: Frank was a boy in high school at the age when most of his friends were growing rapidly but he was still growing slowly. Many of the boys in his group were several inches taller than he.

He began to let this difference in size trouble him. When the try-outs for the class play were held, Frank did not want to take part although in other years he had been one of the best actors in the school. Somewhat to his dismay when he finally agreed to take part in the try-outs he was given the leading rôle; he refused it. His excuse was lack of time for practice and study of the play. Actually he did not want to take the part because he felt that the audience would laugh to see a person as small as he considered himself to be playing the part of the hero.

Helen's problem, however, was just the opposite from Frank's. From the age of twelve she had been growing very rapidly until she was two or three inches taller than most of the girls in her class and somewhat taller than many of the boys. She felt very conspicuous at dances when boys shorter than she danced with her. In order to appear less tall she let herself stoop and become round-shouldered. Of course this posture was unattractive and Helen, who was really a pretty girl, lost much of her pleasing appearance. Fortunately she had two older brothers, both of them taller than she. She also had a very wise mother who enlisted the aid of the brothers to see to it that at parties Helen had a chance to dance with them and with some of their taller friends.

Dorothy was another young girl who had what might have been a difficult problem. She had been a plump girl who in her second year of high school was beginning to be really fat. She discussed her problem with her mother who assured her that with proper diet she would grow out of this phase. Instead of becoming self-conscious about her figure Dorothy used to laugh about it herself and say, "I know I am too fat now. When I get my shape I'll be all right," and by following a careful diet Dorothy achieved a figure that was the envy of many of her friends.

It would be monotonous if everyone looked and acted alike. It would be even more monotonous if every person had the same characteristics. The problem is to find out what each individual does best, how best he can use the qualities he possesses to make life more interesting and pleasant for himself and those around him. It takes a great deal of knowledge both of others and of one's self to understand what their special abilities are and make the best use of them.

FIG. 14. WHAT EVIDENCE OF GOOD HEALTH DO YOU SEE IN THESE YOUNG PEOPLE?

UNDERSTANDING YOUR BODY

Everyone wants to be well. Good health is one of the most important factors in achieving happy living. It insures the necessary energy for work and play and it contributes to a pleasing appearance. Both athletes and soldiers take care of their bodies because they know that they cannot carry on their activities successfully unless their bodies are functioning properly.

Characteristics of Good Health. If you are one of the fortunate people who are really well you show it in a number of ways. You have enough energy to do your work and enough left over for play. You feel rested in the morning. You enjoy going to bed. You feel relaxed and at ease. You stand and walk correctly. You have a good appetite and enjoy eating. You enjoy working and playing with others. You feel happy and optimistic about life. You are interested in everything that is happening. You are generally free from colds and other infections and you have a good disposition.

Good health may not include all of the above items for some persons. Which ones do you possess? Are there other items that you would add to the list?

Understanding Your Body's Needs. In the first place, you must not only treat your physical self well, but you will have to train it to correct habits. Unless you understand and care properly for your body it cannot serve you well. If you understand your body, you know how much sleep you need to feel well rested. You know the effect that lack of sleep has upon you. Knowing the amount of sleep you need, if you are an efficient young person, you arrange your daily life in such a way that you secure that amount of sleep. Have you known persons who did not get enough sleep? How could you tell that they were cheating their bodies of the required amount of sleep?

It is difficult to say how much any one person should sleep since body requirements vary. Some persons need much more sleep than others. The average junior-high-school boy or girl, however, needs nine to ten hours of sleep daily. Therefore if you have to rise at six-thirty, you should be in bed by nine. The surest test of whether or not you are getting sufficient sleep is the way you feel when you wake in the morning. If you feel rested and ready to get up you are probably obtaining enough sleep.

Feeling Tired As You Grow Up. Rapidly growing boys and girls may feel tired at times. They are using so much energy for growth that little seems left for anything else. Unfortunately it is at this time that social engagements begin to multiply and often school work becomes more difficult and requires more time in home preparation. The interest in playing during this period may be greater than the interest in working. Thus, it is not uncommon to find boys and girls around thirteen or fourteen who feel too tired to mow the lawn or wash the dishes, but sufficiently rested to play football or go to a dance. Since a great deal of energy is required for body growth, the wise boy or girl will arrange to get more sleep and rest, to eat the right foods, to exercise in the open air. The "foolish" one will make his parents and friends unhappy by his insistence on late hours and parties no matter whether his school work gets done or his health suffers. One of the most unfortunate features of dragging around tired during your high-school days is that you form the habit of feeling tired, acting tired, and letting yourself become really tired and thus establish a habit that may last all your life.

If you have experienced feeling much too tired to do any work and then suddenly becoming very enthusiastic about doing something with your group, perhaps your parents are fair in deciding that you are lazy or that you are too much of a child still to plan your own schedule. What kind of foundation are you laying for a well-balanced life?

Problems of Growth. Between the ages of eleven and sixteen boys and girls expect many physical changes in their bodies. This is the period called adolescence. It is often marked by rapid growth. Within a year a boy or a girl may gain from twenty to twenty-five pounds in weight and from four to five inches in height. The age at which boys and girls enter this period varies greatly. Most girls enter it toward the end of their twelfth year, often growing very rapidly until fourteen and then more slowly until twenty when they stop growing. Of course, this is not true of all girls. Some start growing rapidly at eleven, while others do not start until sixteen. Boys usually enter this period a little later than girls. They often grow very rapidly until fifteen or sixteen and then more slowly until they are twenty-two or twenty-three when they too stop growing.

You can easily understand that the rapid increase in height is caused by the lengthening of bones. The bones of the leg are those that increase most in length. The increase in weight is caused by the growth of both bone and muscle. In many boys and girls the bones and muscles appear to vie with each other in this period of growth. When the muscles forge ahead, a certain looseness of the frame is likely to develop with a resulting clumsiness caused by some loss of co-ordination. When it is the bones that excel in growth, muscular cramps, sometimes called growing pains, occasionally occur. The clumsiness, awkwardness, and inability to manage rapidly growing feet, hands, and muscles often cause these young persons embarrassments. Unkind older persons, who have forgotten how trying this period is, sometimes make fun of boys and girls. Those who are going through this period know that it is no laughing matter. No one likes to stumble over his own feet. No one likes to appear clumsy, but well-adjusted boys and girls realize that most of their friends are suffering in the same way and they know that a few months or a year or two will see the end of these embarrassments. Young people who really understand the changes that are taking place do not allow themselves to become self-con-

scious or uncomfortable but accept the whole period of growth as a matter of course. With proper exercise and a sensible point of view they learn to adapt themselves to these changes happily.

Other Problems of Growth. Because the growth of the arteries has not caught up with that of the heart, a few boys and girls in adolescence experience faintness, dizziness, headaches, and restlessness. During childhood the ratio of the width of the heart to that of the arteries is approximately 5 to 4, but during adolescence this ratio becomes 5 to 1. You can see that the heart may have difficulty in pumping blood into these blood vessels that are becoming both longer and smaller in diameter. The size of the arteries catches up with the heart before long and the fainting and other symptoms disappear. It is wise to protect the heart a little from possible strain during this period of rapid growth. Therefore, your family physician should decide whether strenuous exercise, such as football, basketball, and tennis, are suitable for you at this time.

The rapid growth of bones, muscles, heart, and arteries is shared by other organs of your body, such as the stomach, liver, and intestines. Occasionally digestive disturbances arise. Many such disturbances, however, may be due more to an overloading of the stomach than to actual growth. Some young persons at this age have not learned to eat as wisely as they should. Have you ever made a lunch of hot dogs, ice cream sodas, and milk shakes? If so, you ought not to blame your stomach if it protests.

At this period both boys and girls are sometimes troubled with skin infections. Just when they wish to be especially attractive for some social function they suffer an outbreak of pimples. It is useless to fuss about these temporary skin blemishes. There is only one thing that can be done to overcome them; that is, maintain a simple diet in which sweets and fats are kept to a minimum, keep the skin scrupulously clean, and get plenty of sleep. If pimples do not yield to this treatment you should consult your physician. Some persons are sensitive to certain foods, animals, or weeds, and may suffer skin blemishes from any of these sources. Everyone would naturally prefer not to have pimples, but a neat, clean appearance and pleasant smile and likable manner will overshadow the temporary slight disfigurement.

Clothing Your Body. If you understand the needs of your body fully, you will adjust your clothing to suit varying weather

conditions. You would probably laugh at a person who wore a fur coat when the temperature reached one hundred degrees in the shade. Perhaps you should laugh just as heartily at one who runs around in the winter wearing a thin sweater or jacket instead of a heavy coat. Such a person may pretend that he is not cold, but the fact that his body is not warm can be detected in many ways. His body may appear rigid, since his muscles will become tense in the attempt to produce warmth. This tenseness of the muscles may result in poor posture. The teeth of a really cold person may chatter.

It is difficult at times to determine the type of clothing that is suitable, not only because the room in which you dress is warm, but because in a large part of the country temperatures change very rapidly between early morning and evening. If you wish to clothe your body suitably each day, you should consult a thermometer before deciding what to wear. If you can consult the weather predictions in your newspaper before you dress, you will have even better information on what clothing to select.

In rainy weather you should wear waterproof coats and rubbers. If you have no raincoat, you may have a thin top coat that you can put on over your outer garments to protect them from damp-

FIG. 15. IT'S FUN WHEN YOU'RE DRESSED PROPERLY.

ness. If you don't have rubbers or overshoes you should plan to carry extra shoes and hose to put on when you reach your destination.

In addition to selecting sufficient clothing to keep your body warm, try also to select the right type of clothing. Clothing that you expect to wear in playing games should be loose enough to permit activity. Avoid clothing that is so tight it is uncomfortable. Try to select shoes that will keep your feet in good condition and that will be serviceable enough for your needs. Perhaps girls more often than boys fit their fancy instead of their feet. Occasionally they purchase uncomfortable shoes because they like their appearance. Troubles may arise from wearing these improperly fitted shoes. A girl whose feet are uncomfortable frequently wears a strained expression. She may develop a stooping or faulty carriage and often has an irritable disposition. Comfortable shoes with low heels are best for both work and play, although for your occasional dancing parties you will probably want a shoe with a slightly higher heel.

Feeding Your Body. In order to be well, your body needs good food; for food supplies the energy for your work and your play. It supplies substances that protect you from infection, and also the material that enables your body to grow and develop properly. In a later chapter you will study the specific foods that your body needs to be strong and well nourished. When you know what these foods are, you will, if you are a really mature young person, learn to eat any of these foods for which you do not especially care and make an effort to include them regularly in your diet. Chapter 16 will give you more information on this subject.

Your body, like your automobile, needs a regular examination. Your dentist and your doctor should be consulted at least once a year so that these specialists can tell you what should be done to keep your body in the best of health.

CLASS DISCUSSION AND ACTIVITIES

1. Make out for your own use a list of the things that you know by experience you can do well. Include in this list such homely items as washing dishes efficiently or making a bed unusually well. Include in it also such abilities as that of keeping a conversation on a pleasant basis when lack of tact might cause some unpleasantness

to arise. Make a note of one or two qualities you suspect you possess that you think it would be desirable to overcome. Don't keep looking at this list. Put it aside. After a month or two look at it again. See whether you have made any progress with the traits you wanted to improve. See whether there are any items you could add to the list of things that you do well. A check-up of this type made from time to time is likely to help you develop those qualities that will make you a more interesting and pleasant person.

2. It is advisable to check upon your health habits daily. How do your health habits and those of your associates measure up? With the help of your classmates, devise a score card for checking health habits. In setting up the score card, there are several things that you will need to know:

1. How much sleep you should have
2. The kinds and amount of food needed for the body daily
3. The amount and type of clothing to wear
4. The amount and type of exercise to take
5. Standards for cleanliness

3. Colds and infections are frequently indications that health habits may not be good. Keep a record of the number of colds that you have during one or several months. At the same time note anything that you did which might have been responsible for the colds. Do this for all illnesses. It may be advisable to keep the score card record for your health habits during this time. This may help you to learn why you are taking colds or having other illnesses.

4. Keep a record for a week of how your time is spent each day. At the end of the week, study your record to see where your time is going. Discuss it with your family, teacher, or your classmates. Do you have a good balance between work and play? Do you have time to do all of the things that you wish to do? Are you wasting time? How could you re-schedule your day to do your work and play without getting tired?

Acting Your Age

"OH, BE YOUR AGE!" is a familiar remark. It means that someone is acting in a manner too old or too young for his age. "Be your age!" means that the behavior of babies is unsuitable for older children. It means that an adult who acts like a teen-ager appears silly. A person who does act his age is behaving in a way that is acceptable to others.

Boys and girls who fail to act their age usually fall into two groups. In the first group are those who want the *privileges* but not the *responsibilities* of older people. For example, teen-agers may request the privilege of using the family car. But too often they won't accept the responsibility of driving carefully, taking care of the car, or helping to pay its expenses. Again, most young people want the privilege of inviting girl and boy friends to their homes in

FIG. 16. WHEN YOU ARE GROWING UP SATISFACTORILY, YOU ENJOY BEING WITH OTHERS.

FIG. 17. PLEASURES AND RESPONSIBILITIES
Helping others to have a good time is part of your responsibility at a dance.

the evening. Yet some young hosts and hostesses refuse the responsibility of preparing refreshments or cleaning up after their guests leave. Girls and boys want nice clothes, but often do not bother to take care of them. Almost everyone likes to spend money, but not everyone accepts the responsibility of managing money wisely.

In the second group of people who do not act their age are those who refuse to grow out of the behavior typical of younger persons. You have probably seen young children playing together. Perhaps you have seen the whole group suddenly decide that only one toy is particularly desirable. Each tries to gain possession of it. Those who are unsuccessful fight among themselves. All lose their tempers and all scream and yell. Unpleasant as this behavior is to watch, it may be a normal reaction for young children. Individuals who never grow out of this stage lose their tempers, become angry, shout, raise their voices and quarrel when they cannot have their own way. When young persons or adults behave in this fashion, they are said to be acting childishly. Why?

What is the normal behavior to expect of a person of your age? As you read the following pages in which the characteristics of a

person who is growing up satisfactorily are discussed, test your own behavior to see whether you are growing up.

A Mature Person Is Not Self-Centered

Babies as we have said are self-centered. It is important to them to have attention whether granting their wishes is inconvenient or not. They demand instant relief from any discomfort.

Occasionally there are older boys and girls, perhaps your age, or even older, who are still self-centered. "They want what they want when they want it." They think only of themselves in making demands. For example, a girl may desire a new dress. She may tease and pout until she gets it. A boy may demand the privilege of coming in late to dinner, no matter how inconvenient it is for some other member of the family.

The self-centered person not only demands special privileges, but frequently tries to show off. Such a person may know no better way of attracting attention than by loud and boisterous conduct, by wearing extreme clothes, using too much make-up, showing off the latest dance steps, using daring language, driving a car too fast, or boasting of his strength, ability, or escapades. When such a person comes up against a difficulty he may cry, worry, blame others, or pretend that he does not care. These individuals are said to be acting in a childish manner; that is, when facing a problem, they use the same methods children do for solving or evading it.

Enjoying the Success of Others

The mature person likes to see others succeed. He receives pleasure from their happiness. Such a person never feels that the success others enjoy is in any way detracting from his own chances for success. He feels sure enough of his own ability to realize that there is opportunity for everyone to succeed in his own way. If you have known young people who could not enjoy the success of their friends wholeheartedly, you may have dismissed this unpleasant trait as jealousy and thought no more about it. Usually this inability to take pleasure in the achievements of others springs from a feeling of unsureness. The person who belittles the success of others frequently does so because he is afraid that he himself could not achieve the same type of success. He therefore wishes to make the achievement of others seem less important so

that the failure he fears in himself will not seem so great. Such a person prefers to be flattered and finds it exceedingly difficult to accept any kind of criticism. He even spends a great deal of time to prove that he is right in matters that are of no importance. It is well to remember that this type of unfairness to others springs almost always from a sense of insecurity. It is a childish fear of not being able to carry on the business of living in a successful manner.

Fairness. The mature person is fair. In athletic contests he accepts his share of the blame for the defeat of his team. He does not accuse the referee of being unfair or complain that the other team played roughly nor does he point out the errors that other players on his team made.

A fair person does not repeat statements that he has heard about others. Before he repeats remarks that he has heard he asks himself three questions: First, is the statement true? Unless he knows that it is true he does not accept it as probably true. Therefore he dismisses it and does not repeat it. Secondly, is the statement kind? Unless he would be willing to have someone repeat the same remark about himself he considers it unkind and forgets it. Thirdly, is it necessary? Unless there is some value in repeating the tale

FIG. 18. LEARNING TO ENJOY WORK

or the remark he considers it unnecessary. Childish persons sometimes take pleasure in repeating and often in enlarging upon unkind comments or stories told about their acquaintances. The person who is repeating the unkind or belittling remarks is trying to cover up his own feeling of insecurity by making others seem to be ridiculous or inadequate. He is trying to make the failure that he detects in himself seem less important.

Mature Persons Have Varied Interests

Learning to Enjoy Both Work and Play. Adult life is divided between work and play activities. One test of growing up is the ability to enjoy work. The enjoyment is not necessarily of precisely the same quality as that which accompanies play. In mature life most play activities are a form of relaxation; that is, of carrying on an activity at a somewhat less demanding level than that at which work must be carried on. The physical demands of adult play may or may not be greater than the physical demands made by the work which the adult carries on, but its total effect on the person should be one of lessening strain. Boys and girls of high-school age who learn to work efficiently and to enjoy a sense of accomplishment in completing a task successfully are beginning to grow up. In order to experience this feeling of success these boys and girls must know how to study and how to carry on household tasks efficiently.

Usually one enjoys doing the things that he knows how to do well and dislikes or dreads those that he has not learned to do easily and efficiently. The wider one's knowledge of different kinds of work and play the more possibilities one has of enjoying many types of people.

Alice was the youngest member of her family. All her brothers and sisters were several years older than she. The entire family petted and indulged Alice. She had never been taught to make her own clothes, or to take any part in household tasks. Her family felt that they were protecting Alice and making her life much easier than that of the average girl her age. As a matter of fact, from time to time Alice found herself at a considerable disadvantage in her group. For instance, one evening three of her friends were planning to invite some boys to the home of one of the girls for a waffle party. They decided that it would be fun to have the boys help prepare the supper. Alice did not want to admit that she knew

FIG. 19. BOYS AND GIRLS CAN ENJOY HOBBIES TOGETHER.

nothing about the necessary preparations for even so simple a meal as this. She offered first one excuse and then another to drop out of the party. Finally, however, under the good-natured teasing of her friends she admitted her true reason. She was afraid the boys would make fun of her because she knew nothing about cooking. Of course, her friends at once assured her that they would give her something to do that would be easy and no one would know that she could not cook. Through the careful planning of her friends Alice carried on a small part of the work for the party, but she did not feel that she had done her share. This was only one of many occasions on which her lack of knowledge of everyday tasks made it difficult for her to enjoy the activities of her group.

Hobbies Help One to Grow Up. Hobbies provide a common ground on which to meet and share experiences with other followers of that hobby. With a common ground of interest one learns to meet and converse easily with new persons. Thus a hobby often assists young people who are a little shy to gain poise.

A hobby need not be expensive. It need not be one that interests all your friends. It must be something in which you yourself are

genuinely interested. James's hobby, for instance, is collecting marbles. He began three years ago and today has several hundred. Through his interest in the different types of marbles he studied their history. Until he began this investigation he had no idea that the subject was such a broad one. In his search through old books he learned much of earlier customs. He and one of the professors at the university met in the stacks of the library in the section devoted to medieval customs. Now Jim and the professor spend many an evening discussing not only the history of marbles, but many other games that have come down to us from early times.

Jean's hobby is collecting pitchers. Her interest began when she read that Queen Elizabeth of England had such a collection when she was in her teens. Jean's friends know about her hobby and have sent her pitchers from many corners of the world. She keeps a book in which she lists each pitcher with the name and address of the giver and some interesting fact about the pitcher itself. Through her hobby Jean is not only having many happy hours, but she is becoming acquainted with many new persons and places.

The Mature Person Solves His Problems

Understanding Your Needs. Before you can solve your personal problems you need of course to have a clear understanding of what those problems are. Everyone has need for self-improvement. Such improvement may be so simple a thing as learning to greet strangers more courteously and easily. It may be something slightly more important, such as the need of learning how to dance, or how to behave at a party. Whatever may be the lack in yourself that you feel should be filled, there are two or three ways of attacking the problem. Usually there are books or articles on the subject that you can read. Sometimes there are persons whom you can ask to help you. For instance, if you want to learn to dance, ask someone to teach you and then practice dancing. Most of the boys and girls your age are just learning to dance and they, like you, need more practice.

If you cannot talk easily, practice every time you have an opportunity. Do not interpret this advice to mean that you should monopolize the conversation and force yourself to take some part in every conversation that arises in your group. At first you will find it difficult. You will feel that your comments are labored and heavy, but the oftener you force yourself to take part in con-

versations the more readily you will learn to talk easily and freely. If your difficulty arises from the fact that your group does not seem to be interested in those subjects that you enjoy most, make yourself learn something about the subjects that do interest your group. After you have increased your knowledge of interests to include theirs, you will find it easier to get their attention for those subjects that interest you. When the group is talking about a topic in which you are genuinely interested, you will be surprised at the ease with which you can carry on your part of the chatting.

Whatever your problems are, study them first, then try to solve them.

Learning to Solve Problems. One of the marks of growing up is willingness to undertake new responsibilities. Most boys and girls of high-school age feel that they can carry more heavy responsibilities than their parents realize. Such persons feel that each new task is a challenge. When a problem arises, they like to try to solve it for themselves. They try to learn all they can about the problem before tackling it. If it involves a process, they try to learn how it should be carried out and then they like to practice the process until they master it. If they make mistakes, they admit them and when necessary get help to correct them. Persons who exhibit this attitude toward problems prove that they are growing up.

Jack found himself in a situation somewhat similar to that of Alice. He, however, did not want to take any of his friends into his confidence. He believed that he ought to be able to solve his problem himself. He joined the scout troop and took his share of all the work; but when the troop agreed to make a garden for a sick neighbor, Jack realized that he would not be of any use in planning the garden or in doing any of the constructive work. He decided to prepare himself as well as he could by reading a book on gardening and studying magazine articles on the subject. He listened carefully to the other boys when they were making the plans for the garden. He could and did do his share of digging and turning the soil. He was ready to do more than his share of the actual heavy work. He watched carefully everything that the other boys did and helped out wherever he could. He used the opportunity that making the garden gave him to learn all that he could on a new subject. He made up his mind that he would follow this same plan in learning about all the activities that his group, as a matter of course, had learned in their own homes or on their own farms.

He realized from this experience how great is the advantage of the boy or girl who has had a share from childhood in carrying on the tasks of the home.

A boy or a girl who finds excuses for not attempting to carry out a task, or who pretends that he is sick when he has something to do that he does not like, is being childish. Perhaps you have known boys and girls who refused invitations with such a silly excuse as lack of time. Usually the real reason for such an excuse is that the boy or girl does not know just what will be expected of him and is afraid that he may not be able to measure up to the standard of his group. In what way did Alice show that she was growing up? What in her attitude suggests that she was still a child?

The Mature Person Builds Serviceable Habits

Good and bad habits are formed in exactly the same way; that is, by repeating an act until it becomes so natural that it is performed without thought. The best way to overcome undesirable habits is to concentrate upon acquiring desirable habits to replace the undesirable ones. Instead of concentrating on not being late if you wish to form the habit of being punctual, the effort should be placed on meeting appointments promptly.

The habit of being punctual is one that many young persons find difficult to acquire. The late-comer usually offers feeble excuses for being late. Some boys who are always late to school will blame the breaking of a shoestring for their tardiness. They may blame some member of the family for having delayed breakfast or for having failed to call them on time, but the real cause of their tardiness is failure to have prepared themselves to be on time. The boy, for instance, who takes pride in being punctual at school replaces the worn shoelace before it can create an emergency for him. He does not depend upon his mother or sister to wake him in the morning. If breakfast is delayed, he is capable of getting his own food. In other words, he takes the responsibility of getting himself to school on time. To that habit which he has formed of being punctual many details have contributed. He has made a practice of knowing how long it takes him to perform each task. He allows himself enough time for them. He does not deceive himself by pretending that he can in the space of a half hour do several tasks each of which requires twenty minutes.

A sudden realization of the undesirability of a certain habit may assist you in replacing it with a desirable habit. Sam had formed the habit of eating very rapidly and dashing off from his meals before the rest of the family were through. When he was about fourteen, he was invited to his first dinner party where there were a dozen other young people. A few minutes after he was served he found to his embarrassment that he had eaten everything on his plate. He did not know what to do with himself during the remaining twenty minutes while the others ate leisurely and chatted. Then and there he resolved to learn to eat more slowly. His first step toward forming the new habit was to take part in the family conversation at mealtimes. He tried to find some small incident to tell at each meal. He also made an effort to take small bites of food so that his servings would last longer. Finally, he trained himself to chew each bite several times. He found that not only was he learning to eat more slowly, but he was enjoying his meals more for he was finding pleasure in taking part in conversation at the table.

We cannot list here all the habits that it is desirable for a mature person to possess. Each person can by a very little self-study decide what habits will be the most desirable for him to acquire. If he is in doubt, his family and friends will readily suggest habits that in their judgment he should attempt to acquire. Among those that everyone expects mature persons to possess are the habits of honesty and courtesy.

CLASS DISCUSSION AND ACTIVITIES

1. Mary Jane, a very pretty girl, entered the eighth grade of her school in November. Because she is a good pianist the president of her class asked her to play the Christmas carols for her room. Of course, Mary Jane was very much pleased, but shortly before Christmas, as she was passing along the corridor, she met Helen, who is also in the eighth grade. Mary Jane said "Hello" in a friendly tone and was about to pass by when Helen said, "I don't like you. I haven't liked you since the first day I saw you!" Then Helen walked rapidly away. Mary Jane not only felt puzzled, but her feelings were very much hurt. When she returned to her room some of her dismay showed in her face. The teacher at once asked Mary Jane what the trouble was but Mary Jane said she would rather not say anything about it.

a. What reasons could you give for Helen's acting as she did? What childish qualities did Helen exhibit?

b. If you were in Mary Jane's place, what would you have done?

c. Do you think that Mary Jane was right in not telling the teacher what had happened?

d. How do you think Mary Jane should treat Helen when she sees her next?

e. If you were Helen, what would you do when you next saw Mary Jane?

f. If you had overheard Helen's remarks, what would you say, if anything, to Mary Jane?

g. If you were tempted to make the same kind of remark Helen did, what would you try to find out about yourself? What could you do to acquire a more adult attitude?

h. Have you known of similar incidents? What did you do?

2. Susan was a newcomer to Blacksburg. On Sunday afternoon she was dreading her first day in a new school when June, a neighbor, invited her to her house to meet some of the boys and girls who would be in her home room. Susan enjoyed the afternoon and asked many questions about the teacher and the school. June and Sarah, who also lived near Susan, offered to call for her next morning.

a. If you were Susan what attitude would you take toward June and Sarah?

b. Why did June invite Susan and the others to meet the day before Susan was to enter school? In what ways does June show that she is growing up?

c. In what ways was June able to help Susan fit more readily into her new school?

d. Suppose you had invited Susan to your home on that same afternoon and she had refused the invitation. What might have been her reasons for not coming? What would you have done? What would the members of the group have felt? Would their feeling have affected Susan's adjustment in school?

e. Suppose that when Susan had come to June's home she had bragged about how popular she was in her former school? How would you explain her behavior? What could you do to prevent her attitude from prejudicing the members of your group against her?

3. Make a list of the acts that you note among your associates which show they are growing up satisfactorily. It may amuse you to make a list of things that you see adults do which make you realize they are not as grown-up as they suppose they are.

You and Your Family

Have you ever stopped to think what your family means to you? Your family provides your home, your clothes, your food. But families do much more than take care of our physical needs. They help us grow up mentally and learn to get along with people who are older and younger than we are. We need friends, surely, but even more we need and should appreciate our families. Where else do we receive, as a matter of course, recognition and praise for our accomplishments, and even affectionate tolerance of our faults?

Of course, families differ in many ways. Some live in the country; some, in the city. Some are rich; some are poor. Some have several children; some, only one. You can doubtless think of many other differences. But being different does not mean that some families are better than others. The important things are what your family provides in character building, training in manners, health, happy living. Family good times do not depend on the size or location of our home. We are usually happy at home if we get along well with other family members.

The Family Income

The Point of View. In almost every situation in life an adequate income is an advantage, but the possession of an adequate income does not insure happiness. Without wise management it does not even insure security. You can probably think of many contented families that you have known whose income from your point of view was inadequate. Read *Mrs. Wiggs of the Cabbage Patch* for such a family picture. It is possible that you have known unfortunate persons whose incomes were much larger than your own whose families were not happy. With wise management, however, an adequate income means not only freedom from worry on the part of parents, but it means that the younger members of the family may enjoy some advantages that less fortunate persons cannot enjoy. It may be unfortunate for boys and girls to have to earn their living expenses during those years when they are growing rapidly and when they need a certain amount of time for play and outdoor recreation as well as sufficient time to carry on their school

FIG. 20. IN WHAT WAYS COULD YOU ADD TO THE FAMILY INCOME?

work successfully. On the other hand, too much income may be a greater disadvantage.

Paul said, "I wish I had been born in a family with only an average income. In the community where I lived the families were small. There were very few boys my age. We were each taken to school in the family car. I never had a chance to play marbles going to school and coming home. When I was twelve I wanted to have a wayside stand where I could sell soft drinks. The boys at one of the public schools in town began in June to set up stands and sell soft drinks to pay for their summer pleasures. One group was trying to earn enough to have neighborhood fireworks on the Fourth of July. These are only a few of the pleasures that I missed as a small boy."

If Paul had had more imagination, what pleasures could he have enjoyed that would not have been open to the boys he envied? If Paul had been allowed to associate with the boys who were setting up soft drink stands, what valuable lessons might he have learned?

Sharing the Income. Compare the situation in Louise's family and in Alice's family. The income in both homes is practically the same. Louise said, "We never have been very prosperous in

worldly goods, but none of us would think of complaining. There is always a funny side to every situation. We spend our time looking for that instead of trouble. We have grown to think that dresses made over for the sixth time show ability and originality. We certainly have to improvise in our recreation. Few sources of entertainment are available at reasonable rates in a small village. We have had to be careful on account of father's position. Yet I would not trade our family life for millions. We all look forward to vacation periods when we can all be together."

Alice said, "Money has always caused trouble in our family. Dad will not let mother handle the finances even though he knows she is a better manager. There is no budget in the family. Father doles out money to mother and me as we ask for it. Mother and I have always resented this. Mother and I have never had as much money for clothes as we want. Father keeps himself well dressed. He says that this is necessary for his work. My clothes have always been hand-me-downs, and I have never liked them. I have pretended to like them for mother's sake, because she has worked so hard making them for me."

Why did Louise think that a made-over dress showed originality, while Alice felt that to have to wear made-over clothes was humiliating? Do you think that Alice would be satisfied with her family if they suddenly were to have a great deal of money to spend? Would Louise enjoy her family more if they had more money? Which of these girls do you think would be more fun to know?

In most families with small incomes a greater proportion of the family money is spent on the children than on the father and mother. Only by such a division of the income is it usually possible to provide the children with a satisfactory education. Do you know how much money is being spent on you? You must count not only what your food costs and what is spent on your clothes, but also what is being put aside for your education. In what ways could you help to lessen this financial burden? In thinking the matter over remember there are two ways in which people can improve their financial standing: one is by earning more money and one is by spending less. By using which of these two plans could you help your family more?

Remember that taking good care of household equipment and taking good care of clothing are both ways in which you can save money.

If a boy or girl your age earns money by doing odd jobs such

as mowing the lawn or looking out for the children of the neighbors, should all of this money, any part of it, or what part of it be turned over to the family fund? If every member of your family had as much money spent on him as is spent on you, would your father have enough money left to meet his other expenses? The wise management of money is one of the factors that contributes to a happy life. Chapter 14 gives special help on this problem.

Environment

Some boys and girls whose families live in the country feel at haying time or harvest time that it would be delightful to live in the city where there are no farm chores with which to help. In the spring and in the autumn children who live in the city often yearn to live on farms where they can help in growing or harvesting vegetables or in caring for animals. In the country as well as the city there are both happy and unhappy families. The more you think about the families you have known that enjoyed a happy life together the more convinced you will become that their happiness has little to do with where they live or what their income is. It depends upon traits of character that cannot be seen but that are expressed in many kindly and thoughtful acts.

Co-operation

In a happy family all the members co-operate. Thus on a day when mother has a club meeting the brothers and sisters make it a point to get the evening meal and clear up afterward. Similarly when some of the younger members are taking part in a play, or in an athletic event, they may be excused from their usual household tasks, or the evening meal is served at a time that will permit them to attend the play or the game.

John is a boy who comes from an exceptionally happy family. As you read what John said in reply to the question, "For what are you thankful?" decide in how many ways the members of his family co-operated with him.

"I am thankful for my Dad who is the best football referee in the world. He helped us organize a football team. He has coached us until we can beat any Junior High team in the city. I am thankful for my mother. She helped me entertain the football team at home. She does not mind when I bring groups home to play.

This fall she sewed letters on the sweaters of all of the boys so that we could look more like a team. I am thankful for my brother. He has been doing my chores so that I could practice football in the evening. I guess I should be thankful for everything for my family is swell."

How do you know that John's mother felt that the home belonged to the entire family, not just to the older members?

When Frank was asked how his family divided the work of the home he replied:

"In my family, all members work until the work is done, and then we are free to do whatever we wish. We all get up at the same time. Mother prepares breakfast, while my sister packs our lunches for school. Dad milks the cow and feeds the chickens. The care of the furnace is my job. After breakfast, Dad takes my sister and me to school as he goes to work. In the evening, each has certain tasks to do. After dinner we all help with the dishes, including Dad. When the dishes are washed and put away, we are free to study or play for the rest of the evening."

What proof have you that Frank's father realized that the work of the home must be divided among the members, each doing his part to keep the home running smoothly?

Are the members of your family as co-operative as those in John's

FIG. 21. CO-OPERATION BETWEEN A BROTHER AND SISTER

and Frank's families? Do you do your part as conscientiously as John and Frank did theirs?

Discipline

Do you remember how Tom Sawyer managed the painting of his fence? If you have read the story, you know that he did not beg his friends to help him. He did not cry to win their sympathy, nor did he threaten them if they refused to help. Instead he painted away as if the task were more fun than anything else he could think of. The boys who watched him soon were begging for the privilege of taking a turn at the painting. Finally they bought the privilege of having a turn while Tom sat back and played with the objects that had been given to him as payment for the opportunity to perform his task. Tom not only had his task done for him, but was paid for the privilege of doing it because he knew how to secure the interest of other persons. He knew in other words how to manage people.

In discussing family life the method used to manage the members usually is called *discipline.* Actually discipline is simply a name for those aids used to help young persons to grow up and be socially acceptable in their behavior. All individuals need to be disciplined. They could not live with other persons unless they were guided by certain rules and regulations necessary for happy and peaceful living. In a home where the discipline is good, each member wants to do the thing he is asked to do. Each respects the advice that is given him. Each member understands why he is asked to behave in certain ways. The rights and privileges of every member are respected by every other person in the family. Duties are planned wisely to give each member of the group a sense of responsibility and of successful accomplishment. The tasks that are required of each member are those that that person can perform with a reasonable amount of effort. For the purpose of teaching their children co-operation in home management, wise parents make use of the same ability that Tom Sawyer exhibited; that is, they make the necessary task seem attractive and worth doing. Mary's mother had not forgotten that a little advice is even better than a great deal. She never nagged Mary. Because her mother always assumed that Mary wanted to do the right thing, Mary found it easy to discuss problems with her. When the time came for Mary to go to her first dance she was not quite sure

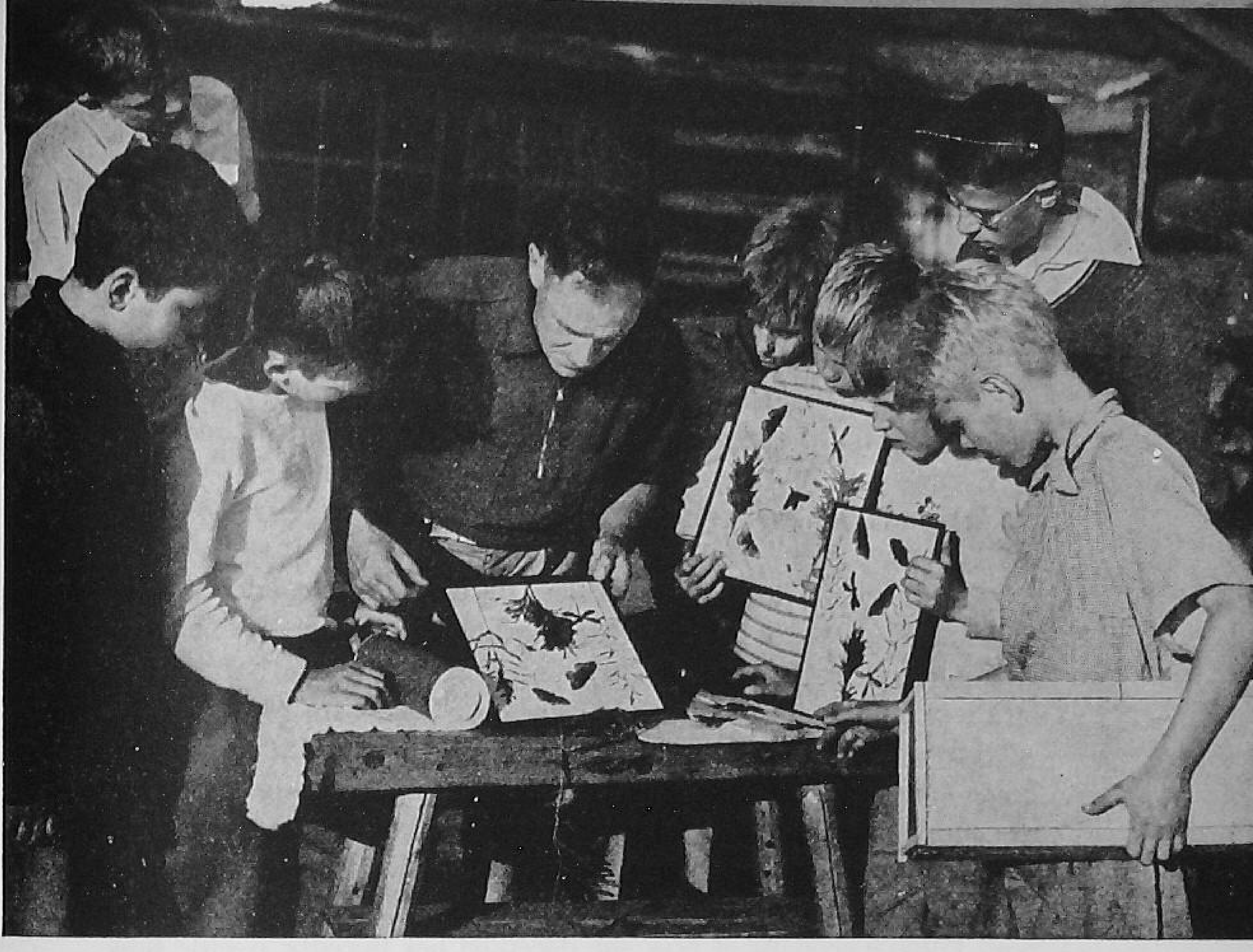


FIG. 22. PAT'S FATHER GETS AS MUCH FUN OUT OF THE BOYS' HOBBY OF COLLECTING BUTTERFLIES AS THEY DO.

how she should act. In some ways she felt at a disadvantage in her group. Some of the girls she knew were behaving in a very silly way. They would do almost anything to attract the attention of the boys they knew. Of course, Mary wanted to be popular just as any other girl does, but she did not want to run after the boys. She decided to ask her mother what she could suggest. Later Mary told one of her friends what her mother said.

"Mother told me that if I was a good sport and treated the boys in as friendly a fashion as I would treat girls, I would have plenty of dances. She added that the only way anyone can be popular for more than a little while is to be well liked, and in order to be well liked a girl has to have qualities that will make her able to have a good time with all the boys and all the girls in her group.

"She told me also that at our age boys and girls ought really to have their fun together in groups, that it was a mistake to want to be with just one boy or just one girl. She said that the silly manner of some of the girls was not wrong but that it made them ap-

pear cheap. She told me that girls who want to spend all of their time with boys or with one boy not only are missing a great deal of fun but may find later that the boy on whom they have concentrated is a person whom they have entirely outgrown. She suggested that I make it a practice to bring a group of both boys and girls home two or three times a week to sing and dance and play games.

"We have an old tennis court on our side lawn. Dad taught several of my friends to play tennis and mother taught some of the boys to dance. They were much less shy in learning to dance with her than they would have been in learning to dance with one of us girls. I don't believe any group ever had a better time than we had on those simple get-togethers at our house."

Of course not all parents are as understanding as Mary's mother. Some adults do not understand the purpose of discipline. Instead of helping their children to grow up they make them less responsible. By substituting arbitrary control for discipline they sometimes end by making their children resentful of all control. As you read Hilda's account of how she deceived her parents, decide how Hilda's mother and father could have prevented such a situation from arising.

"When my sister and I entered Junior High school my mother

FIG. 23. TALKING OVER VACATION PLANS IN A FAMILY COUNCIL

made an arbitrary rule that we were not to have visitors when she and Dad were out. Neither of us thought that this was a fair rule because both my father and mother were away a good deal of the time. We thought that we ought to take our turn in entertaining the group at our home. We couldn't always be going to someone else's house and never invite the boys and girls to ours. Quite by accident, Mother found out that we had had a group of boys and girls in while she and Dad were away. Our punishment was this: We could not go anywhere except to school for two weeks. We had to come directly home from school. Dad pleaded a little time for us, but Mother was firm and the punishment lasted the full time. As a result the next time our friends came to see us when Mother and Dad were out, we were very careful not to be found out."

What difference do you see between the way Mary and Hilda felt toward their parents? Why did one girl deceive her mother while the other went to her mother for help? Which girl would be considered happier? Why?

In a happy family the children like to talk over their activities and their problems with their parents. Some families institute what is known as a family council, where problems are explained and help is given in solving them. Under such a plan as this when a young person calls a family council he knows that the group is going to be cheerful, sympathetic, and ready to listen to what he has to say. If he has a grievance, he is pretty sure that he is going to receive justice in having it adjusted. Such group discussion as this not only helps children to understand what parents expect them to do, but the parents are helped to understand the point of view of the younger people. One advantage of such an arrangement is that the discussion takes place when no one is emotionally upset and thus fault-finding and angry arguments are less likely to arise.

A Happy Family

In a happy family all of the members make an effort to understand the others. A happy home is built first of all upon affection. Sometimes the members are grown men and women before they realize the degree to which their parents have borne with their less desirable traits. Children, like all young animals, are naturally selfish and it requires a vast amount of affection on the part of parents to bear with this selfishness and to overcome it. If you

have any doubt of the truth of this statement, consider your own reactions toward exhibitions of selfishness on the part of much younger members of your family, or on the part of the younger brothers and sisters of some of your friends. Children who feel secure in the love and understanding of their parents find it easier to accept criticism than those who do not feel sure of affection. Of course the responsibility for affection in the family is not alone that of the parents. In order to have a happy family life, brothers and sisters, whose temperaments and interests are often widely different, have to learn to make allowances for these differences in points of view. A genuine affection for other members of the family teaches one to look for those qualities that can be enjoyed and to try to overlook those qualities that are irritating or undesirable. Sharing adventures, doing things together as a unit, both at work and at play, build strong family ties and a sense of unity.

Many families that are bound by deep ties of affection do not find it necessary to put their sentiments into words, but no one seeing the family together can doubt their feeling for one another. Some of the marks of family affection are found in such simple thoughtful acts as preparing special dishes that certain members enjoy, helping each other with tasks, giving up something so that another member of the family may have a certain pleasure. Planning pleasant experiences, taking others' parts in difficulties, helping each other with studies and with plans for parties, talking over matters of interest, listening to stories that others bring home, trying to tell interesting things that have happened to the ones who will enjoy them most are simple ways of contributing to happy family life. The giving of gifts on birthdays and Christmas may be a purely formal matter or even with the simplest gifts it may be made an occasion for expressing deep family affection. Little unexpected courtesies and helpful acts also express sincere affection.

As children grow to maturity, they make the surprising discovery that their parents are individuals, that certain things annoy them, that other things please them. As young people grow out of their childish selfishness, they learn to consider the feelings of their parents; they try to cheer a tired father when he has had an especially difficult day, help a mother when household demands are especially heavy, or perform simple tasks without being asked to undertake them.

One of the marks of maturity is thoughtfulness toward older

people. If your father enjoys playing checkers, you play with him even if there is something else that you might prefer to do. If your parents are quiet people whom loud laughter and singing disturb, you try to keep the livelier parties at your house to a minimum and plan games and diversions that do not necessarily involve a great deal of noise.

Many boys and girls as they grow up find that their parents still consider them children. This attitude on the part of parents is one of the most trying that growing boys and girls encounter. There is only one way to meet this situation. Prove that you are really grown up. Give up arguing, teasing, and nagging to be allowed to accept some responsibility which you think you could carry but which your parents doubt your ability to handle. If you perform those tasks and responsibilities that are delegated to you in an adult manner your chances of being allowed to handle greater responsibilities are better than they are if you ignore the responsibilities already given you and plead for others in their place. A job well done or a responsibility happily accepted demonstrates better than any amount of argument that one is becoming a grown-up person.

Some boys and girls are unfair to their parents. They want to be treated like adults at one time and permitted to act like children at another. They may expect their parents to do their work and fight their battles as if they were children, and then grant them privileges suitable for adults. Few boys and girls who make such behavior a habit will grow up to be happy adults. No doubt, they will always want someone to cater to their wishes and they will remain self-centered.

CLASS DISCUSSION AND ACTIVITIES

Read the following example of family life and then be prepared to take your part in the discussion that follows.

THE SIMON FAMILY[1]

The Simon family includes Mr. and Mrs. Simon, seventeen-year-old John, twelve-year-old Nancy, and ten-year-old Charles. A day in the Simon family goes as follows:

[1] Adapted from a case study in *Pictures of Family Life* published by the American Home Economics Association and the original material on this case study in the author's personal files.

"George, what time is it?" asked Mrs. Simon. "I just heard Mr. Kane starting his car."

"It must be six o'clock, then," sleepily replied her husband. "It seems as though I had just gone to bed. Guess I forgot to wind the alarm."

"Well, you had better get up and get the fire started because it seems cold this morning."

"All right," replied Mr. Simon, as he rolled out, dressed, and went to the basement to build a fire in the furnace.

His wife then rose, dressed, and was just entering the kitchen as he came up the cellar steps. While Mr. Simon washed, Mrs. Simon put the coffee and water in the percolator and set it on the stove.

"Do you want pancakes this morning, George?"

"You bet! Where's the griddle? I'll get it hot while you stir them up."

While Mrs. Simon mixed the pancakes, Mr. Simon packed his lunch, and set two places on the kitchen table.

As soon as Mr. Simon had finished his breakfast, he put on his coat, picked up his hat and lunch box, and kissed his wife good-by. The parting word from Mrs. Simon was: "You'd better hurry or you will be late."

Mrs. Simon piled up the dishes, and as it was quarter of seven, hurried upstairs to call seventeen-year-old John.

"John! John! It's time to get up. Come now. I'm going to bake your pancakes."

"I'll be right down, Mom."

Soon he appeared in the kitchen ready for school.

"John, will you call Nancy and Frank? Tell them to dress warmly."

John called his brother and sister and then sat down at the table.

"Do you want butter or sirup on your pancakes, John?"

"Sirup."

"You don't have to go to school this afternoon, do you?" asked Mrs. Simon.

"No. Think I'll go out to the country club. Mr. Miller told us caddies to come out any afternoon this week as there would probably be something for us to do."

"I hope so. You need a new raincoat."

"Yes, I know it. Yesterday I saw a slicker downtown for $2.95. Just the kind I want, too."

"Well, you had better be starting for school."

"I'll be home at noon. 'By, Mom."

As John left, Nancy and Charles entered the kitchen.

"Um, pancakes!" said Nancy. "And sirup! Gee, how did you know I was hoping we'd have pancakes this morning?"

"Oh, you talked in your sleep and I heard you," her mother replied laughingly.

"I don't want any breakfast this morning, Mom," said Charles. "I'm not hungry."

"Now, listen, young man; you're not leaving this house until you eat your breakfast. The idea!"

"Oh, all right. I suppose I can stuff it down."

Nancy and Charles sat down at the table, and Mrs. Simon put pancakes on their plates. They had milk to drink.

As the children were eating, Mrs. Simon said, "Hurry up children, you don't want to be late for school."

"Oh, Mom, don't worry so," said Nancy. "You'd think that we were late for school most of the time."

The two children soon left the kitchen, picked up their books, and started for the front door.

"Nancy, wear your coat. Your jacket isn't warm enough."

"Yes, it is, Mom. It isn't very cold today."

"How do you know it isn't?" interrupted Charles. "You haven't been outdoors yet."

"Well, how do you know it's cold? You haven't been out yet either," retorted his sister.

"Wear your coat, Nancy," said Mrs. Simon. "It is cold."

As the children left the house, they kissed their mother good-by. "Hurry along now," said Mrs. Simon.

John returned at noon. "Oh, Mom! What smells so good? Cabbage? Boy, that's swell. What else is there to eat?"

Soon Charles entered the kitchen door. "What smells so terrible?" he asked, screwing up his nose.

"What do you think it is, Charles?"

"Well, it smells like cabbage. Got anything else I don't like?"

Nancy bounded in with "Gee, I'm hungry. Got anything good? Cabbage! Boy! When do we eat?"

"As soon as you have washed," replied her mother.

"I've washed," said John. "Let's eat. I will have to get going if I expect to get a chance to go around even once."

"There's a party at school Friday night, Mom," said Charles.

"Yes, and John's going to take a girl, and Mom, I think the girl asked John to take her."

"Well, I'm a senior," said John, "and about old enough to take a girl, young sprout."

"What time does the party start?" asked Mrs. Simon.

"Eight-thirty," said John.

"I wish they'd start the parties earlier," said Mrs. Simon.

"All parties start late now, Mom," said John.

"Are you going, Nancy?" asked her mother.

"No. The junior high isn't invited. Anyway, it's the night of Peg's party."

John put on his coat to leave for the country club. "Good-by, Mom. If I don't get a chance to caddie, I'll be home."

"Betty asked me to go downtown with her," said Nancy. "I'll be home in time for supper."

"All right," said her mother. "While you are downtown get a loaf of bread for supper. Good-by, come home early."

Mr. Simon had returned home when Nancy came in at five.

"Here's the bread, Mom," said Nancy.

"Will you go to the store and get a quart of milk?" asked her mother.

"Yes, give me some money, Pop."

"Where are John and Charles?" asked Mr. Simon.

"John went out to caddie, and Charles has gone to Frank's home to play."

"Here they come now," said Mr. Simon.

"Hello, Pop. Hello, Mom," was John's greeting. "Is supper ready? Gee! I'm just about starved. Can't you hurry it up a little?"

"Frank has a new bicycle," said Charles. "Wish I had been born rich."

"How did you make it today, John?" asked Mrs. Simon.

"Only fifty cents. I just went around once. I've caddied for this man before. He is nice. He brought me home."

When Nancy returned from the store, her mother asked her to pour three glasses of milk for supper.

"You boys had better get washed," suggested Mr. Simon.

"Are you children going anywhere tonight?" asked Mrs. Simon as they sat down to supper.

"I have French and a few other things to do," replied John.

"I'd like to go to the picture show," said Charles, "but I haven't any money."

"I'm going over to Irene's," said Nancy.

"Why is it that you never have any studying to do at night?" her mother asked her.

"I have time in school to do it," Nancy replied.

"Pop, would you like to go with me to the football game tomorrow afternoon," asked John. "I'll get the tickets tomorrow morning."

"You bet I would. I'll meet you at the game," Mr. Simon replied.

Mr. Simon went into the living room to read the paper. John started studying, and Mrs. Simon and Nancy did the dishes.

"I want you to try on that blue dress before you go, Nancy."

"All right. Can you have it done by Friday? I want to wear it to Peg's party."

"I'll try to finish the dress by that time, but I can't promise," said Mrs. Simon.

After the dress had been tried on, Nancy dressed to go to Irene's.

"I'll be home by eight-thirty," she said as she left.

"Want to play a game of two-handed bridge, Kate?" Mr. Simon asked.

"I guess so. Anything important in the paper tonight?"

"Not much."

"Guess I'll go to bed," said John when he had finished his home work. "Call me at quarter to seven." He kissed his mother and said good-night.

"Charles, you had better go to bed also. You are so sleepy in the morning," Mrs. Simon said.

"Why do I always have to go to bed when Nancy can stay up?" Charles replied.

"Am I late?" asked Nancy when she arrived at nine-thirty. "We were talking and I didn't know it was so late."

"That's a poor excuse," said Mrs. Simon. "You had better go straight to bed."

"All right," said Nancy. She kissed her mother and said good-night.

"Let's go to bed, too, Kate," suggested Mr. Simon.

"You go if you are sleepy," replied his wife. "I want to read the paper first."

Mr. Simon then went upstairs, and his wife followed in about half an hour.

Discuss in class the following questions:

1. As you think about the members of the Simon family, what are the strengths and weaknesses of each member? Are all of the members co-operative? In what ways is this shown? Is the discipline in the family good? Is there sharing in the family? Does affection and understanding exist? How successful would you judge this family to be?
2. Would you enjoy being a member of this family? If you were a member, what changes in the family would you wish to make? What changes in individual members would you wish to make?
3. Do you feel that there is a fair division of labor in the family? Are any of the members doing less than their share? Are any doing more than their share?
4. What do you think of the attitudes of Charles and Nancy? Do you think that there is any selfishness existing on their part?
5. What indication is there that there is love and understanding existing between the parents? Between the parents and children? Between the children?

CHAPTER SEVEN

Brothers and Sisters

YOU CAN HAVE A LOT OF FUN growing up with your brothers and sisters. Do you ever hear your parents laughing heartily as they describe various escapades with their brothers and sisters? When there is a family reunion, the fun the family members had growing up together is sure to be talked about and chuckled over. Living with brothers and sisters provides many experiences that one enjoys as they happen and enjoys remembering long afterward.

Growing up with brothers and sisters is an experience that can help one become a happy individual who is easy to live with. This is not an accident. It is because brothers and sisters learn to share work, play, possessions, and interests.

PERSONALITY DIFFERENCES

Some young people have difficulty in living happily with their brothers and sisters because they differ so much in personality. It is not uncommon in a family for one child to be lazy, good-natured, careless about his personal appearance, and perhaps a little irresponsible; while another family member may be energetic, clean and neat, and irritable at times. One may be very sociable and aggressive while another is timid and shy. The careless or aggressive one may not be able to understand why there should be so much fuss made because some papers are strewn about the floor, or because he has not carried through all of his promises. It may be just as difficult for the energetic one to understand how anyone could be so lazy and irresponsible.

FIG. 24. CONGENIAL BROTHERS AND SISTERS OFTEN STUDY TOGETHER.

Brothers and sisters differ in other ways. One may be prettier than another; one may be tall and slender while the other

is short and fat. One may learn easily while another has to study for long hours to make his grades. To live with individuals who think, behave, and look differently from you is a test of how grown-up you are.

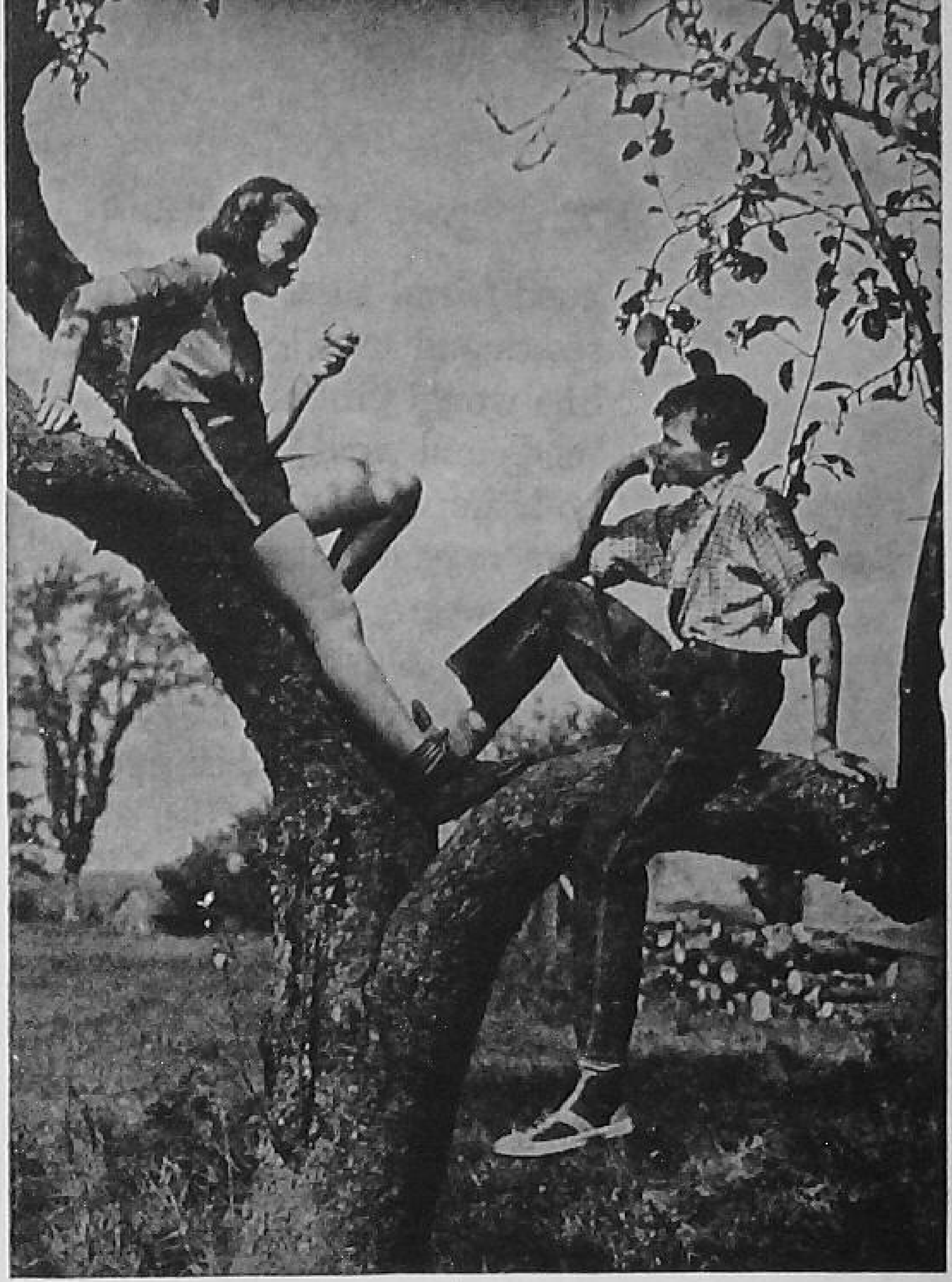


FIG. 25. IN A HAPPY FAMILY BROTHERS AND SISTERS ENJOY PLAYING TOGETHER

DANGERS OF FAMILIARITY

Getting the Right Perspective. Very few persons have an opportunity to know their friends as thoroughly as they know their brothers and sisters. One difficulty in the relationship between brothers and sisters arises from the fact that this intimate knowledge may uncover the faults and the personality traits that are least desirable. It is easy for Mary to realize that her brother Sam is untidy, careless, and boisterous. Living in the same house with him, she sees evidence of these traits every day of her life. Likewise, Sam may become very conscious of the fact that Mary giggles over the telephone for an hour each evening while he is trying to study. Friends outside the family may think of Sam as a very generous, easy-going boy, full of vitality and charm in planning games and organizing group activities; and of Mary as a very witty and vivacious girl.

Unless Mary and Sam learn to stress the finer qualities in each other and overlook some of the less desirable ones, they not only will make themselves unhappy, but spread discontent throughout the family. They must learn to evaluate each other's good and bad qualities as objectively as they would similar qualities in a boy or girl whom they enjoy outside the family. For example, the chances are excellent that Pat, whom Mary knows well and with whom she frequently goes to high-school plays and dances, behaves in his own family exactly as Sam does. Mary, however, in the rôle of a

good friend turns her attention to the excellent qualities Pat possesses and tries to ignore those traits for which she does not care. She would probably say that Pat is the life of every party he attends and would be amused to know that his sister, Irene, thinks he is impossibly ill-mannered and boisterous at home. Likewise, Sam may admire the new red fingernail polish which his friend Ruth wears, in spite of his rebuffs to Mary for painting her nails. Sam and Mary will be much happier if each makes up his mind to accept the other as he is. When Sam comes into the house slamming doors behind him and yelling, "Where can I get a handout?" if Mary calls down the stairs, "I'll meet you at the refrigerator door in three seconds flat," the basis of a pleasant interlude is already laid. She can also make a bargain with Sam to overcome his careless throwing about of his clothes and possessions. Suppose she says, "I will tidy up your room this week if you will take me along when your gang goes over to Centerville for the basketball game. Mother and Dad won't let me go unless you're along."

Respecting the Rights of Others. Another difficulty that often arises between brothers and sisters is also due to familiarity. Brothers or sisters know without being told a great many items about each other's affairs. They know which of these items will cause the most embarrassment if they are made public. Sam, who would never think of betraying a fact that would cause his friend Alice embarrassment, has no hesitation in announcing to the family that Mary is trying to attract the attention of Gene Russell, a new boy who has just entered school. Of course, Mary only adds to Sam's glee if she either dissolves in tears or gets furiously angry and appeals to her father or mother for protection from him. Mary herself may occasionally be guilty of similar disloyalty to Sam. When she is very much annoyed with him, she may take occasion to explain to the family that he is having trouble with one of his teachers. If Sam and Mary were both really adult in their attitude toward each other they would not enjoy embarrassing each other. If all brothers and sisters could exhibit toward each other a small fraction of the consideration, tact, courtesy, and loyalty that they exhibit toward others of their own age outside the family, much of the friction between them would disappear.

Teasing and Quarreling

Teasing. The teasing of younger children by older brothers and

sisters is one form of bullying. It is very poor sportsmanship for an older brother or sister to reduce a young child to tears and anger by snatching away a beloved toy or by pretending to destroy it. For such conduct on the part of the older brother or sister there is no excuse and no person of high-school age should behave in such a tyrannical fashion.

There is, however, another type of teasing which begins good-naturedly between equals. Sam in passing Mary's chair where she is reading may give her hair a playful pull. Since Sam is growing fast and is a little clumsy, he probably pulls the hair a little harder than he intended, and Mary aroused from her book is conscious only of the somewhat painful tug on her hair. If she can reach Sam she probably slaps him; she may slap a little harder than she intended. In the exchange that ensues good nature may be lost and an unpleasant brawl ensue. In calmer moments Mary would admit that she ought not to become angry because Sam gave her hair a playful, half-affectionate tug, and Sam would probably admit that he ought to express such affectionate teasing in a more gentle way. Behind the whole incident, however, lies the fact that Mary ought to accept the tug in the spirit in which it was given. In other words, she ought to recognize the affection behind it and not the clumsy method of expression. If she is a good sport, she probably says, "Ouch! What a great, big, strong man you are. Remember I am just a fragile piece of china in your hands." Sam will probably roar, especially if Mary is a highly athletic young lady, but Mary and Sam both in this incident have kept the play on a good-natured basis. If Mary can often enough make the point that Sam is too vigorous in his play, he may modify the strength of his pats and pulls. When any two people let a playful exchange of either words or gestures become ill-natured, they have both shown a lack of maturity. Brothers and sisters who get along well together have learned to keep such exchanges on a playful, good-natured plane.

The Habit of Quarreling. Some brothers and sisters enjoy friendly arguments. It may have become a habit when Mary says that she likes a moving picture for Sam automatically to say that he dislikes it and thus begin an argument. Such arguments can be real fun if the participants can enter into them as good sports. Such exchange of ideas may teach them to reason logically, to produce sensible reasons for their opinions, and thus provide lively

mental exercise. But if such arguments end always in hard feelings, the habit of quarreling becomes established and the inevitable reaction of the brother and sister toward each other becomes antagonistic. Such a habit may grow up almost unnoticed but once established it is difficult to break. Wise brothers and sisters drop the habit of opposing each others' ideas before good nature is lost.

Generosity

In any family at certain times one brother or one sister may possess something that another brother or sister greatly desires. Sarah may have an evening gown that Mary likes much better than any of her own. She may ask Sarah to lend it to her. The chances are that this gown is the apple of Sarah's eye and some sacrifice is required to let Mary wear it. Sarah may be afraid that Mary will soil the dress or tear it, but, if the relationship between the two sisters is a really happy one, Sarah is likely to feel that the pleasure she can give Mary is more important than the risk she runs of an accident to her dress. In return, Mary may show her generosity to Sarah by helping her with her household tasks so that she can get away early for a dance or play or a chance for tennis or a swim. It also means that both girls feel a certain amount of responsibility for the well-being and happiness of the other. When Sam lends his best tennis racket to his younger brother, Malcolm, he is exhibiting the same type of generosity that Sarah shows when she lends her dress to Mary. Such co-operation among brothers and sisters builds ties that last a lifetime.

The Problem of the Younger Brother and Sister

The most successful relationships between older brothers and sisters and younger occur when the older ones retain vivid recollections of their own younger days. A brother or sister who can remember that he felt abused at having to go to bed at eight o'clock while older persons remained up as long as they wished, can understand the same feeling on the part of his younger brother. He can plan some kind of game to carry on at bedtime that will make it seem a treat rather than an ordeal. A girl who remembers how long it took her at ten or eleven to wash dishes is glad to give a hand to a younger sister at the same task whenever it is convenient and possible.

From the Point of View of the Older Brother and Sister. In most

FIG. 26. AN OLDER SISTER OR BROTHER CAN ADD TO THE FUN OF THE YOUNGER MEMBERS OF THE FAMILY

families older brothers and sisters take some responsibility for younger ones. These responsibilities can be made into very pleasant experiences, or can become the producers of constant friction. When the older brothers and sisters feel real affection for the younger ones, the necessity of staying at home with them can be turned into something of a lark. There are families in which an older sister or brother plans some such treat as popping corn or reading an especially cherished story, or playing a particularly popular game before the younger members of the family have to go to bed. In a large family, parents of course make an effort to see that the older brother or sister is not imposed upon and does not too often have to give up pleasure with persons his own age to care for the younger members of the family.

From the Point of View of the Younger Brother and Sister. Younger children have their own problems, not the least of which is their feeling of being much less adequate, much less grown-up, much less privileged than their older brothers and sisters. They even look forward longingly to the time when they will be grown-up and independent. They are especially likely to feel unhappy if the pleasures of the older brothers and sisters never include them. Younger brothers and sisters like to think their efforts at carrying

on their share of the household tasks are appreciated. If it is ten-year-old Susan's task to arrange the flowers in the living room, she is much more likely to enjoy the work if Sarah says, "Sue, when Mrs. Rand called last night she wanted to know who arranged the brown iris in the brass vase. Mother and I told her that that was only one of the lovely combinations you had been working out." It is easy to see that Susan will expend a great deal of time and effort on her flower arrangements after such a mark of appreciation. If it is Malcolm's job to shine the brass work, he is likely to swell with pride in his task if Sam says, "I don't see how you get such a polish on that andiron. I used to work hours on it and I never got a shine like that."

Younger children dearly love to be considered old enough to take part in what seem to them grown-up activities. When the hour is not too late, many older brothers and sisters like to have the younger ones help serve refreshments at a party for older friends. Any small mark of attention and appreciation and of inclusion in older activities is sure to help younger brothers and sisters to feel wanted, desirable, and successful.

Are You a Worthy Brother or Sister?

It takes time and effort to be a worthy brother or sister. The experiences with brothers and sisters help prepare you to face the world in general. The fun in associating in play and work with them is unique. The little secrets that are shared in the home give you a front for meeting the world. To know that a brother or sister stands by to share the joys of your achievement is a possession that money cannot buy and that time will not destroy. Brothers and sisters make families more worthwhile.

CLASS DISCUSSION AND ACTIVITIES

1. George was invited to an evening party on the same day that his younger brother, Frank, was invited to dinner at another boy's home. Frank dressed first and took his brother George's new tie, which George had planned to wear to the evening party. Which, if any, of the following suggestions would help George?
   - *a.* He should refuse to go to the party.
   - *b.* He should buy himself another tie.
   - *c.* He should buy Frank a new tie.

d. He should take the tie away from Frank.

e. He should let Frank have the tie because he is younger.

f. He should ask his father to take the price of the tie out of Frank's allowance.

Discuss each of these suggestions. Why is each suggestion good or not good? Make additional suggestions for discussion.

2. Sam has organized a singing group among his friends. They call themselves the Metropolitan Club. Sam planned to have his sister Susan play for their singing, because she accompanies very well. His friends are glad to have her play for them, but they consider her too young to be a member of the club. Sam is afraid that Susan may feel hurt if he tells her that the group considers her too young for the club. What should Sam do?

3. How can a boy or a girl your age help younger brothers and sisters to be happy when you are granted special privileges? How can you help them to co-operate with you and your parents in carrying through family plans?

4. Why do some brothers and sisters quarrel? Is quarreling necessary? How may quarrels be prevented from arising between brothers and sisters?

5. In what ways has a brother or sister helped you in growing up? In what ways are you helping a brother or sister to grow up?

Friendships Between Boys and Girls

FRIENDS ARE VALUABLE. All our lives we need friends with whom to work, to plan activities, and to have fun. Of course, the things we like to do with our friends change as we grow up. As boys and girls progress through the teens, for example, they gradually leave the "gang age" behind and become part of the "crowd." The activities of the crowd usually include both boys and girls. Dances, school games, parties, informal "get-togethers" for good times and talk — these are activities teen-agers like.

Being part of a crowd and in on its fun means having friends. What is a friend? A true friend is someone who helps you to be your best. Friends do not encourage you to do anything that is harmful to your character, your health, or your school work. Friends are unselfish. They do not take up all your time, or gossip with you about others. They help you follow the rules of your school and live up to the standards of your family and your community. Friends are loyal. They stand by you, but if they see that you are in the wrong, they help you get back on the "right foot."

FIG. 27. BOYS AND GIRLS CAN ENJOY SIMPLE PLEASURES TOGETHER

CHOOSING YOUR FRIENDS

Your Standards. How can you choose the right group of friends? Here are some sensible standards that will help. Does the group observe the general rules that your family

observes and that the families of your most intimate friends observe? For instance, does the group plan parties and other get-togethers on school nights other than Friday? Does the group tend to stay out at night much later than the hour set by your family and the families of your friends? If the curfew hour in your house and in that of most of your friends is ten o'clock, and the group with which you are beginning to associate considers that parties should not end before midnight, you will know you are not in the right group. Does the group in which you are becoming interested care only for pleasures that require more spending money than you and most of your friends are able to afford? If so, you can be sure you are not in the right group. Do the girls of the group use cosmetics in a much more extreme way than your family and the families of your friends approve? Do the girls of the group dress in a much more extreme or adult style than your family approves? Do the girls of the group permit familiarities from the boys that your family and the families of most of your friends disapprove?

Joining the Right Group. When moving into a new community or entering a new school, it is necessary to know how to enter the right group. In all places you will find some boys and girls whose families have standards similar to your own. You cannot thrust yourself into a group, but you can develop friendships with some members of the desirable group who in turn will ask you to the activities of the group. You may do this by inviting two of your classmates, both of whom belong to a group that is satisfactory to you and your family, to lunch at your home some Saturday. With your mother's or older sister's help, you can provide a very enjoyable time for these friends, which they will repay by inviting you to attend activities of their crowd. Perhaps, you and these new friends can develop your own crowd around the activities which you enjoy. Invite your Sunday School class to have a picnic in your back yard; this will provide an opportunity to know the right boys and girls. When you plan the picnic, use your ingenuity in thinking up games you know will appeal to your friends. Make it your business with your mother's help to have your house the place where the crowd has the most fun, where there is always something to do. If you have older brothers and sisters, they will be a big help in providing entertainment and an air of festivity at your home. If you are an only child, your problem is a little harder but it has one great advantage. There won't be any competition for

the living room and the use of the radio or of the kitchen and what the refrigerator contains. Your father may complain that he can no longer read his newspaper in comfort in the living room, that he has to retire to the dining room or upstairs, but secretly he will be delighted to have the right kind of boys and girls dashing into the house, making him uncomfortable, keeping him awake at night, and generally having the lively pleasant time that boys and girls your age should have.

Your Place in the Right Group. All your troubles are by no means ended when you feel secure as a part of a group that in general shares the standards by which you have been brought up. Every group of persons either improves or deteriorates. As long as you live it will be part of your problem to make sure that you influence your group to keep the activities, the play, the tasks, the general courtesies, and intimacies on a high plane. If the group wants to do some of the things you know your family disapproves, get one or two other girls or boys who feel as you do to join you in showing that, so far as you four or five are concerned, this or that activity is out. Try always to ally with yourself other girls or boys of the group when such a stand becomes necessary. It is far pleasanter to be one of four or five persons who must seem to throw cold water on a scheme than to be a single martyr to a cause. Moreover four or five girls or boys are not likely to be thought of as kill-joys or martyrs, whereas one standing alone might run that risk.

Friendships with Boys and Girls

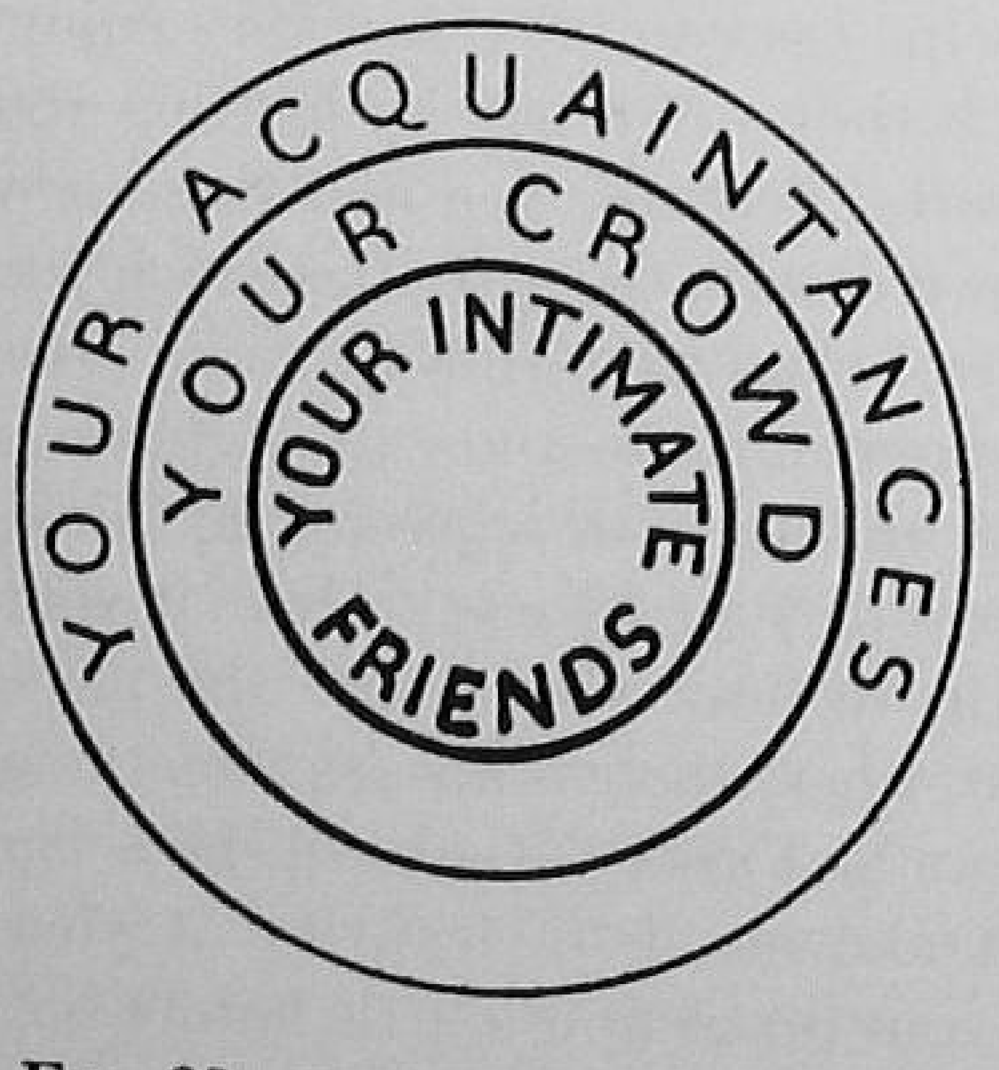


Fig. 28. YOU AND YOUR FRIENDS

Different Types of Friendships. You will make many acquaintances inside and outside of school, but only a few of these will become close friends. You should have among both boys and girls friendships of varying degrees. If you look at the diagram you will understand these general degrees at a glance. You have a wide circle of acquaintances with whom you have certain interests in com-

mon. These are the persons with whom you can always stop to chat, with whom you occasionally eat lunch and with whom you sometimes have a longer visit if you happen to be thrown with them at games or parties or other school events. You will have a smaller group of friends that you call your crowd. You know all of these persons very well. You are interested in them, you enjoy visiting them, but you probably do not share with all of them your innermost thoughts, nor do you discuss their problems with them. You do not know them well enough to give any very helpful advice, and perhaps you don't know them well enough to feel that they would respect completely any confidences you might give them. You have a great deal of fun and many happy experiences with your group. In this group you probably have a few intimate friends, both boys and girls, on whose loyalty you depend, whose confidences you respect, whose ambitions and ideals you share and understand. To any one of this small number of intimate friends you could appeal for help. Upon these friends you could rely and you could share a difficult problem with them in the hope of giving or receiving genuine help and understanding.

FIG. 29. CLOTHES AND MANNERS ARE VERY IMPORTANT WHEN DATES BEGIN

One test of maturity in a boy or girl of high-school age is his ability to have friends of all these types among both boys and girls. As you think over your friendships, decide whether your group of friendly acquaintances is wide enough, whether you should cultivate a larger relationship with some of the members of your group, and whether you have a few tried and trusted friends of the most intimate type. Decide, too, whether you should cultivate wider acquaintanceships or whether you should cultivate two or three friendships of the more intimate type.

Traits that Build Friendships Among Boys and Girls. Friendly smiles and cheery greetings take no time, but they are a signal of kindly interest and social poise. Smiling at boys and girls and speaking to them is a generally acceptable way of showing friendly interest. You are more likely to please those you greet if your friendly smile and cheerful word is in good taste. Good manners are always helpful in making and keeping friends. Good manners do not include trying to attract the attention of others by repeatedly calling them by telephone, by giggling, by wearing inappropriate clothes, or by being familiar.

Both boys and girls like their friends to be attractive. They like to be with persons of whom they can be justly proud. They like their friends to present a pleasing appearance and to behave at all times in a manner that will not attract unfavorable attention. Of course they like their friends to be good sports; that is, they appreciate the person who enters into the fun of the group when the fun is wholesome. They like a boy or girl who does not sulk if he cannot have his own way all the time. They do not enjoy a person who spoils the pleasure of others by fault-finding and unpleasant criticism or acts as if he felt himself superior to the rest of the group. They may laugh at those who try to be entertaining by shocking others or by doing questionable things, but they do not enjoy for any length of time the society of persons who try to show off in these ways.

FIG. 30. REFRESHMENT TIME IS FUN WHEN YOU KNOW THE RULES

To be attractive to one another, boys and girls must be able to act in a manner that shows they are growing up. At this point it might be well to review Chapter 2, in which it was pointed out that a person who is socially mature is able to make others feel comfortable; he is gracious and well-bred under all circumstances; he is considerate of others; he is not loud and crude, he does not break into a conversation of other persons; he does not snub other per-

sons, and he behaves in general like a gentleman who has had enough experience in the world to know how to behave in any situation.

As you think about your good friends, what are the things you like best about them? Are there certain attitudes or types of behavior that you do not like? If you discuss this topic with the members of your class, it may be wise to disguise carefully the type of behavior or attitude that you dislike, so that no one will have the impression that you are taking this opportunity to pay off an old grudge. One advantage of talking over with others the qualities that you like in friends is the insight it gives you into what qualities they would admire in you. From such discussions you should be able to discover traits in yourself that you could improve.

When You Do Things Together

Boys and girls enjoy planning and working together. What are some of the activities that your group enjoys? Are you looking for new activities through which you may play and work together? The school furnishes many activities for good times. Taking part in the school class affairs, attending the games, and participating in school programs offer interesting opportunities for companionship. It matters little whether you are the best performer, or the most popular one on these occasions. You learn to associate with others by engaging in social activities, and you will become more proficient as the years go on. By working on committees, you learn to know certain people well and to increase your abilities. A good rule is to accept whatever responsibility you are asked to undertake for your group, and to do it cheerfully.

Have you enjoyed picnics where you did your cooking over an open fire? After you had plenty to eat, was it fun to sit around the fire and sing? Many boys and girls enjoy hiking together. They enjoy learning to know the names of the flowers, the birds, and the trees in the woods. Bicycling and roller skating have furnished much fun. Have you ever tried reading a story in a group and then acting it out?

Writing a continued story by a group can be a lot of fun. One summer a group of six boys and girls agreed to try writing a continued story. First they met together and after much discussion finally wrote the opening chapter jointly. Then each in turn wrote a chapter. As soon as a chapter was written, they would read and

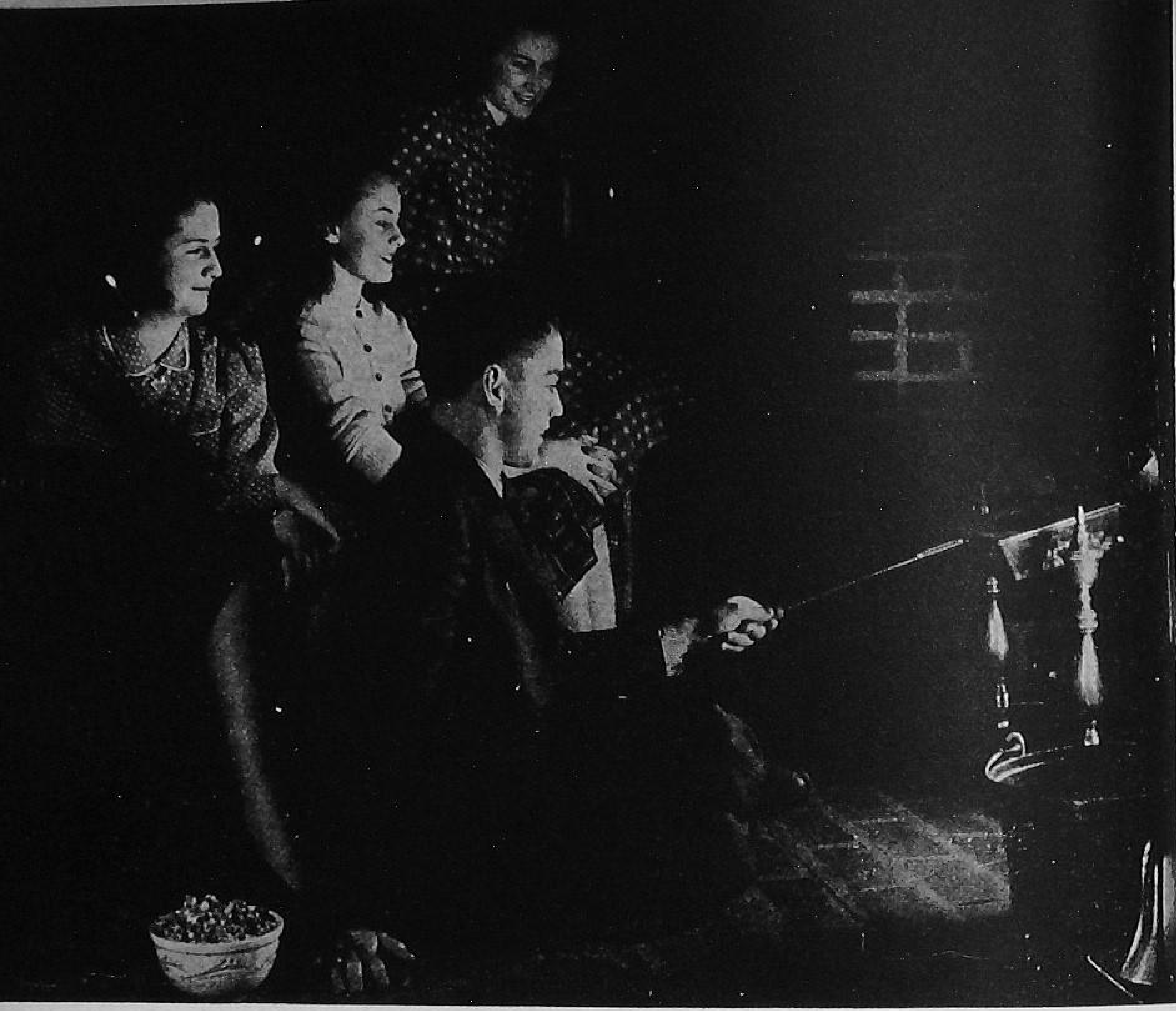


FIG. 31. POPPING CORN IS FUN.

laugh over it. Then the next one carried it on. It was great fun to let their imaginations run as they carried the hero and heroine through the pages of the story.

Play production is also fun for mixed groups. *Romeo and Juliet* has never been more romantically portrayed than by boys and girls between the ages of twelve and fifteen years. Taking a part in a play does not necessarily require a great deal of acting ability, but the experience often brings to light unexpected talent and helps to develop poise and self-confidence. The associations that you will have at rehearsals will also be worth your time and effort. Some boys and girls have organized music clubs, and have enjoyed playing and singing together. Such a club is a good way to gain skill in playing an instrument or singing. Sometimes there is a boy or girl in the group who knows enough about music to lead the group. If no one has this ability, perhaps an adult in the community can be persuaded to act as leader.

Dancing is fun for many groups. This pastime also affords an

opportunity to help some of your friends who are timid about learning to dance. Swimming parties are no end of fun for summertime. Likewise, table tennis and other games may add much to your good times. It is a good plan to learn to do as many things as possible that people enjoy doing as a group. Why?

One of the best ways of associating with others is through clubs and organizations. The Boy and the Girl Scouts, Campfire Girls, Hi-Y Clubs, Girl Reserves, 4-H Clubs, Home Economics Clubs, and other clubs at school or in your community offer excellent opportunity for personal development and making friends. These organizations are planned to include the most wholesome activities which boys and girls enjoy. Belonging to a group with high ideals and being loyal to such a group is a worthwhile experience for you.

Although the number of things that boys and girls can do together seems almost endless, sometimes a group can think of nothing interesting to do. As a check upon your ingenuity, see how many interesting activities you can list for boys and girls in your age group. In how many of these are you engaging? Does your group have a good time together? Have the boys and girls in the group discussed interesting activities in which they could engage? Perhaps a discussion with your teacher and classmates may lead to ways that the members of your class could have better times together.

CLASS DISCUSSION AND ACTIVITIES

The following topics are suggested for class discussion:

1. An eighth-grade class is planning to have a party. The boys and girls want to make it a costume party. What suggestions can you make for the entertainment for the evening? List the games and activities which boys and girls your age would enjoy.

2. List the group activities that boys and girls in your community enjoy. Which are best for developing friendships? In what other worthwhile activities could boys and girls engage in your community?

3. The Junior High School girls are giving a party for the Junior High School boys. Some of the girls wish to wear long dresses to the party. Since several of the girls do not have long dresses, the program committee does not know whether to plan this kind of

party or not. Can you suggest how the program committee might work this out?

4. The town people in Smithville have come to dread the arrival of Halloween. For several years there has been much destruction of property and last year was worse than ever. Furniture was taken from porches and dumped in the lake. Flower gardens were torn up, windows were broken in the school building, globes on street lights were broken, and many houses were daubed with unsightly paint. The town people have said that Halloween pranks must be stopped. Why does such destruction take place at Halloween? What could be done to prevent the destruction? How could these young foks have a better time and not destroy property? Plan a Halloween party for your school (see Chapter 31 for suggestions).

5. Select a well-liked charater your age in some book or the movies and list the traits this peson has that make him or her well liked. For example, Tom Sawye.

6. Discuss traits that are a hep in making and keeping friends. What are some other traits that are a hindrance to wholesome friendships?

You and Your Community

MOST BOYS AND GIRLS grow up in communities. What is a community? It is made up of a number of people living in the same locality. The people of a community share certain needs and interests. For example, they need schools in which their children may be educated. They need stores in which to buy groceries and other supplies, or to sell products which they have raised or made. They need churches in which to worship. They need streets, lights, water, sewage disposal, transportation. They need banks, telephones, a post office. They need protection from fire, disease, criminals, and perhaps from flood. They need a library, and a recreation center or park. They need other people with whom to work and play and plan and exchange ideas. These are just some of the needs of people living in our modern world.

Of course, one person alone or even one family alone could not begin to take care of all these needs. But when many families live in a community and co-operate, it is possible to satisfy their needs. A community may consist only of the homes of several families, plus the school, church, and stores. Other communities are larger and have more of the services listed above.

Communities are like people in that they change and grow. Some families or individuals may move away, while others move in. Older members of the community die and new members are born. Old buildings are torn down and new ones are built. Old roads become unsatisfactory and new ones are made. Sometimes communities gradually disappear; from time to time new ones spring up.

Almost everyone spends his life as a member of a family, a community, and a nation. Families in the modern community think of themselves as belonging together. They are members of the Blacksburg community, the Dillwyn community, the Saltville community, and so forth. It is good that people have this feeling, for if one family is to have peace, prosperity, health, happiness, and opportunity for its children, it must help its neighbors enjoy the same blessings. It is the *community spirit* which families share that builds better living for everyone in the community.

The stores, schools, and churches in a democratic community

FIG. 32. A COMMUNITY

change as the interests of the individuals of which they are composed change. The stores change their stock to keep up with the times and the demands of their customers. Schools improve their buildings and employ teachers with modern training as rapidly as the members of the community demand these changes. Towns and cities authorize the building of new streets and roads when the community votes appropriations for such improvements. In these ways persons who live in a democracy determine the type of community in which they live. In turn the community influences each person who lives in it because the children in the community attend its schools, the families buy at its stores, attend its churches, drive and walk over its roads, work and play together. Perhaps you, like many other members of the community, take for granted the services that your community supplies. Although you may pay for your own medical care, there would not be a doctor at your service in your community unless his services were in demand by enough other families to give him a reasonable living. There are many public health and educational services provided for you by the community for which you do not pay as an individual your proportionate cost of the service rendered. In becoming acquainted with your community, list all the services that you receive from the community. For which of these do you not pay directly? How

much would it cost your family to furnish all of these services for themselves if they were not provided by the community?

Important Community Services

Schools. You are probably more familiar than your elders with one of the most important institutions in any community — the school. Although schools are found in all countries, they are not all like those with which you are familiar. In some countries only a few children are permitted to attend school. In other countries the majority of children may be permitted to attend school through the elementary and grammar school. In very few countries are children required to attend school. Still fewer countries provide free public schools from kindergarten to college. In America, as you know, there are many states in which free public instruction includes a college course.

What advantage is there to a nation in requiring a common school education of all its citizens? What advantage is there in making available to those who desire it high-school and college education?

You must by now have observed that although public schooling is available in your community to all who wish to take advantage of it, there are certain boys and girls who are eager to leave school and earn money. You must also have observed that not all boys and girls are equally able to learn their lessons. Do you know why some boys and girls in your community have left school, or why they fail in their school work? Is there anything that you and your associates could do to help them to stay in school?

Aside from the lessons learned in books, what does the school teach its pupils? Have you ever known anyone who could not read or write? How much of a disadvantage is this lack of education? Are there boys and girls in your community who are not taking advantage of all the schooling offered in your community? Why do you think they left school?

Law and Order. One of the most important services that the community provides is a set of regulations governing conduct of its members in those matters that affect the community as a whole. Laws are passed to help people live peacefully. The primary purpose of a law is not to punish. The penalty for breaking a law is only a small added incentive to certain persons in the community who have not formed law-abiding habits to follow the regulations

that the community as a whole has agreed are beneficial. Living in a community can be likened to a game. If each individual observes the rules of the game and plays fairly, everyone can enjoy the game. As soon, however, as one fails to observe the rules, the other players find difficulty in playing successfully. In the community the disobedience of regulations by a few individuals may cause trouble for a large number of persons. Traffic regulations, for instance, are designed to enable as many persons as possible to enjoy driving with safety. The person who fails to follow regulations and drives through a red light or, drives carelessly, may injure others as well as himself. To safeguard others, society demands that those who do not abide by traffic regulations should be denied the privilege of driving at all. One cannot have the privileges that a community or a society provides unless he is willing and able to accept the responsibilities that go with them. In other words, he cannot be a player in the game unless he is willing to abide by the rules of the game. What rules in your community are most frequently broken by its citizens? Do these citizens realize that they are breaking laws? In your school community do all pupils observe the rules?

Public Health. If a community is to prosper it must be healthy. When groups of persons live in a community there are certain regulations pertaining to health that they must observe. For instance, an individual who contracts a contagious or infectious disease may be quarantined by public health officials in order to protect other citizens. An individual who does not abide by the quarantine rules is a law breaker. There are finer distinctions concerning community health that are important though not enforced by law. A person with an infectious disease, even so simple as the common cold, should be careful not to infect others. There are similar health regulations that all good citizens observe. As a test of your knowledge, list the health rules necessary for a healthful community. After you have completed your list, check this to see whether you follow all of them. Discuss these rules with your classmates. Find out whether they also abide by them.

In order that a community should enjoy the best of health, all its members should be adequately clothed, fed, housed, and protected from disease. In order to be adequately fed they must have the foods that are needed for good nutrition in the amount needed and at the time needed. Even in America there are persons who

are undernourished because they do not have enough money to buy the necessary foods, do not know what foods to buy, or are not willing to eat the correct foods. Do you think that a young person should be considered a satisfactory member of the community if he refuses to learn to eat those foods that are necessary to keep his body healthy and strong?

Community Property. Most communities, as you have seen, own certain property, such as schools, parks, town or city halls, which they administer in the interests of the whole community. The citizen of the community cannot enjoy the community property to the fullest extent unless each member feels a certain degree of responsibility for these assets. In a democracy it would not be desirable to punish severely casual offenses against the property of the community, but the person who uses the property of the community carelessly or wrongly is of course committing an unsocial act. He is literally stealing from the other members of the community when he defaces public property; for he is willfully destroying something that does not belong to him and requiring others to make good the damage that he does. Boys and girls who cut their initials in school desks, who write their names on public buildings, who leave newspapers in public parks, are exhibiting lack of responsibility and a failure to understand the rights and privileges of citizenship.

Has your community been forced to spend money to repair damages resulting from the carelessness or thoughtlessness of its citizens? Have there been instances in your community that show that certain citizens do not respect public property? Do any members of your school misuse community property? What in your judgment should be done to help them learn to accept their responsibility as members of the community?

Doing Your Part in the Community

You have already seen that by the banding together of families into a community such services as light, water, and good roads may be provided. If all members of a community work together, many other desirable changes may be provided without great cost to any one individual. The boys in one junior high school wanted a new hardwood floor in their gymnasium in order to have a satisfactory basketball court. The school principal agreed that the court needed a new floor, but there was no money available to provide it. The city property committee felt that there were other more im-

portant repairs that should be made in the school building. All the boys, therefore, discussed with the principal various means of obtaining money for the floor. The city property committee made a suggestion. They were in need of additional labor in the city parks. They suggested that the boys who wanted the new floor agree to work a certain number of hours a day cutting grass, planting flower beds, trimming shrubs, etc. Strict account would be kept of the money earned. When enough had been secured to pay for the wood for the floor and laying it, the boys could be excused from their work on the city parks.

Under this plan none of the boys had to work more than four or five hours a week. When school opened in the fall, the gymnasium had the new floor. Moreover, the basketball court took on a new meaning for the boys. They took great pride in keeping the floor well polished. Community property had a new meaning for all who had had a part in the project.

Are there ways in which you and your school and schoolmates could help service the school property in your community? If the school provides the textbooks you use, do you treat them with as great care as if you had had to earn the money to buy them?

FIG. 33. SERVING ON THE SCHOOL COUNCIL IS AN OPPORTUNITY TO SERVE YOUR COMMUNITY

FIG. 34. DEPENDABLE MEMBERS OF THE SCHOOL COMMUNITY OBEY THE SCHOOL SAFETY PATROL.

Do you use the paper, the pencils, erasers, and other equipment supplied by your school carefully?

Respecting the Rights of Others. Good citizens respect the rights of others. They are good neighbors. One mark of being a good neighbor is minding one's own business, but a good neighbor has many constructive qualities. He obeys the Golden Rule. He keeps his radio tuned low enough to prevent it from disturbing others. He keeps his yard neat and clean so that others will not be offended by having to look at unsightly rubbish. He shovels the snow off his walk so that it will be safe for others who must use it. If he comes in late at night, he avoids waking the whole neighborhood. He refrains from unjust criticism, although he is interested in each neighbor in a friendly way. He gives help when help is needed. He feels a responsibility for those who are less fortunate than he. He treats them kindly. He likes to see his neighbors prosper and gain happiness in living. He trains his pets and children to respect the property of others. His children do not leave their playthings on neighbors' lawns. His children do not run over

neighbors' gardens. His dogs and cats do not run wild. In respecting the rights of others, such a neighbor is building a community spirit that will in turn protect his own property.

As you think about your community, list the families that you consider good neighbors. List the qualities which each possesses that make them good neighbors. What does your school do to help teach its pupils to be good neighbors? What type of behavior do you think your community has a right to expect from the pupils of your school? What would you gain if you could help any members of your community to respect the rights of others?

The Community and the Nation

Most girls and boys know something about the work of the American Red Cross, the March of Dimes, the Christmas Seal program, and the Easter Seal program. Perhaps you are also familiar with other important charities, like the Cancer Society and the Heart Fund. In carrying on the work of organizations like these, communities all across the United States co-operate. This national co-operation is necessary because no one community could carry on these important activities alone.

Of all our national charities, the American Red Cross is one of the oldest and best known. Each year, people all over the United States give some of their money and time so that the Red Cross can be ready with help wherever it is needed. Another program that touches every community in our country is the March of Dimes. Contributions to the March of Dimes helped a great deal in the development of a vaccine to protect people against the dreaded polio, or infantile paralysis. Throughout America at Christmas time, people buy Christmas Seals. These are also called TB Seals, for the money that is paid for them is used to cure and prevent tuberculosis. At Easter time, many people buy Easter Seals in order to help the work of the Crippled Children's Fund. To fight cancer and heart disease, people contribute to the Cancer Society and to the Heart Fund. Boys and girls may not be able to contribute money to these programs, but they can help by giving their time.

In addition to our nation-wide charities, there are many youth organizations that play a part in most communities of the United States. The Girl Scouts and Boy Scouts carry on programs of recreation and character building. The Camp Fire Girls have a

similar program. Most rural communities have 4-H Clubs for boys and girls. The Future Homemakers of America and the Future Farmers of America are another important pair of teen-age community groups with state and nation-wide programs. The Future Homemakers and Future Farmers are designed to help girls and boys learn about home economics and about agriculture, and to become leaders in their communities. In the activities of these and similar organizations, adults in many communities give of their time and money so that boys and girls may enjoy and profit by a variety of programs.

Boys and girls are important in community organizations. Are you taking advantage of the opportunities your community offers you through such groups as the Scouts, the 4-H Club, and others? Are you helping people less fortunate than yourself by joining in the work of the Junior Red Cross or our other charities? There is a place in your community for you, and important work to be carried on. Are you doing your share?

CLASS DISCUSSION AND ACTIVITIES

1. In what ways can boys and girls of your age give service in your community? Some have made contributions to their communities by:

a. Helping the Red Cross or the organized charities in some of their programs.

b. Providing and arranging flowers for the church.

c. Taking care of younger children.

List all the services for the community that you can think of which might be done by you and your friends.

2. Think of the person whom you would consider one of the best citizens in your community. Why do you consider him an outstanding citizen? What has he done for your community which merits this rating? Does he do many things for which he does not want credit? Does it take money to do the things that he is doing? Are there some citizens who are doing a great deal for the community who do not have money?

3. Look up the history of your community. In what ways has it changed during the last few generations? Have these changes improved the community? What has been responsible for these changes? If it has not changed, why has it not?

4. Are the boys and girls in your class good school citizens? How would good school citizens treat the school grounds and buildings? What could you and your classmates do to promote safety and courtesy in walking and driving in your community?

5. If you were choosing a community in which to make your home, what things would influence you the most?

BOOKS TO READ

Bailard, Virginia and Strong, Ruth. *Ways to Improve Your Personality.* McGraw-Hill Book Company.

Fedder, Ruth. *A Girl Grows Up.* McGraw-Hill Book Company.

Harris, Florence and Kauffman, Treve. *Young Folks at Home.* D. C. Heath & Company.

Life Adjustment Booklets. Science Research Associates:

- Jenkins, Gladys Gardner and Newman, Jay. *How to Live with Parents.*
- Kirkendall, Lester A. and Osborne, Ruth T. *Dating Days.*
- Menninger, William C. *Enjoying Leisuretime; Making and Keeping Friends; Understanding Yourself.*
- Schacter, Helen. *Getting Along with Others.*
- Ullman, Frances. *Getting Along with Brothers and Sisters.*

McKoure, Harry. *A Boy Grows Up.* McGraw-Hill Book Company.

Mayer, Jane. *Getting Along in the Family.* Bureau of Publications, Teachers College, Columbia University.

National Forum Guidance Series. National Forum, Inc., Chicago: *Being Teen-Agers; Discovering Yourself.*

Randolph, H. R., Pixley, Erma, Duggan, D. D., and McKinney, Fred. *You and Your Life.* Houghton Mifflin Company.

Scott, Judith U. *Manners for Moderns.* Macrae Smith Company.

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Smart, Mollie and Smart, Russell. *Living and Learning with Children.* Houghton Mifflin Company.

Ullman, Frances. *Girl Alive!* The World Publishing Company.

CHAPTER TEN

An Attractive Home

THE PERSONALITY OF THE PEOPLE who live in a house is a much more important factor in making a home attractive than is the house the people live in or the furnishings with which they surround themselves. The simplest house may become an attractive home when the people who live in it are happy people who enjoy living together. Joyous, co-operative, orderly living in a house are the principal essentials which make it a happy home.

Unit One has put first things first by showing you how you may become the kind of person others like. In Unit Two you will learn how to study your surroundings and see what you can do to make them attractive so that you and others will enjoy living in them.

You Can Help Make Your Home Attractive

Your personal habits can add to or detract from the charm of your home in many ways. To be attractive, houses must be clean, uncluttered, and restful. Schoolbooks, coats, hats, and even games scattered about the living room or in other unsuitable places create an atmosphere of confusion. Withered flowers, dust, ashes, card tables and chairs left out of place, uneven window shades, and lamp shades tipped awry — all these things make for a confused, disorderly appearance. You can do your part in making your home attractive by practicing orderly habits.

Beauty in the Home Is the Result of Planning

Why are some houses and their furnishings attractive and inviting and yet no more expensive than others that are uninviting or even ugly? Perhaps the best answer is that some houses and their furnishings have been carefully planned while others have been purchased in a haphazard manner.

Beauty in homes is gained by applying the rules of good design in

selecting the house and its furnishings. By good design we mean following certain basic art principles. For every room each piece of furniture, upholstery material, and draperies, even the wallpaper must all be carefully planned and combined with these basic principles of design in mind if the final effect is to achieve beauty in the home. A hit-or-miss collection of furniture, pictures, curtains, rugs, wallpaper, and decorative objects is not likely to make a room of good design. A good-looking room is one in which everything fits together according to a plan; in other words, it illustrates good design.

The Living Room and Its Furnishings

Most of us do not build the houses in which we live, and we may not select many of the furnishings, but all of us like to arrange and re-arrange our rooms. In most homes there is occasionally some problem of re-furnishing such as re-papering or painting the walls, buying new draperies; selecting a lamp shade, a new piece of furniture, a rug, re-upholstering a chair, or making a slip cover. What guides are available for making wise selections? The answer is, the rules of good design. What are the basic principles and some of the most important rules that apply to arranging furniture and furnishings? Let us consider the living room.

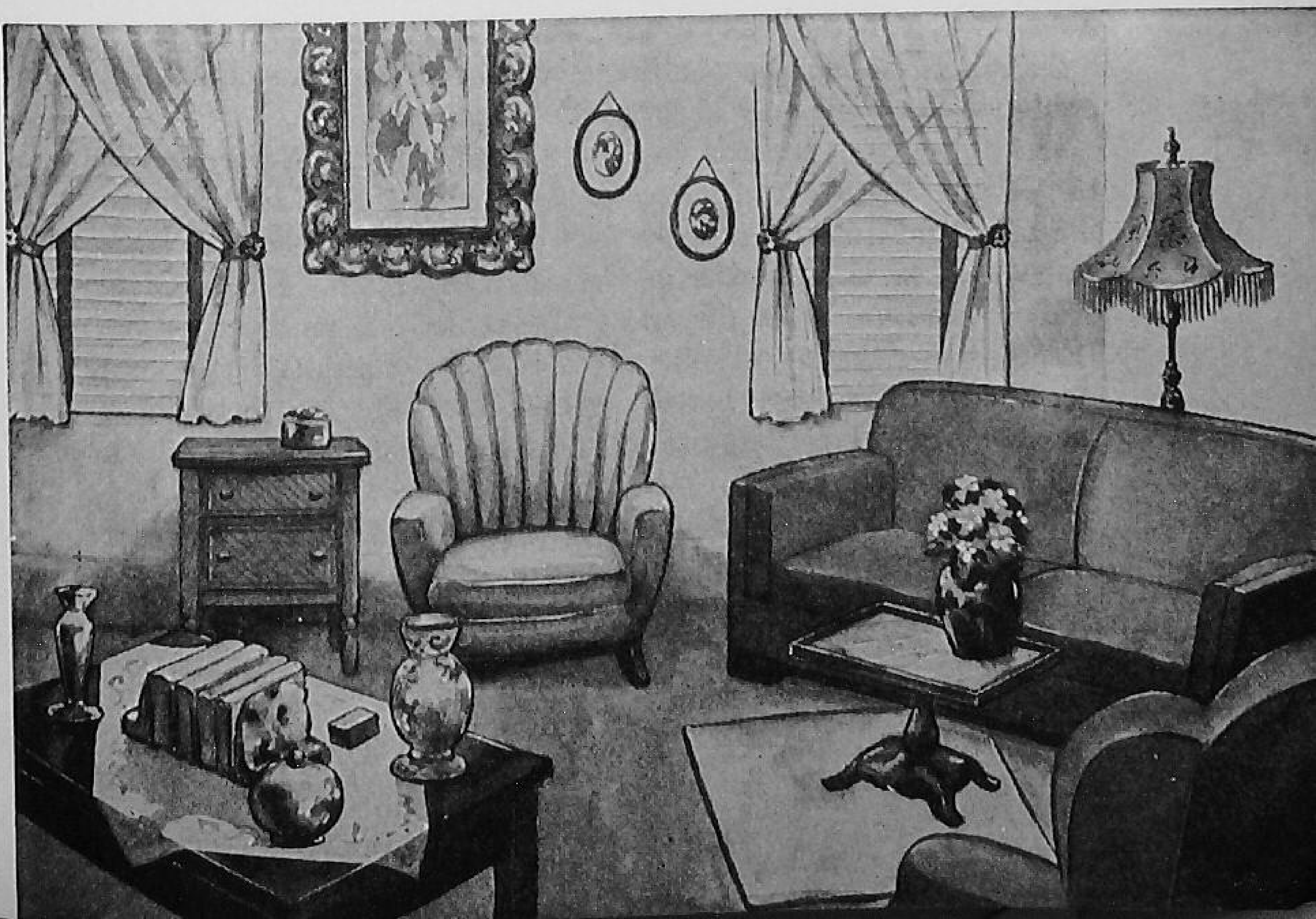
By its very name the living room is a place we want to make livable. The old-fashioned "parlors" of your grandmothers' day became obsolete because they were not livable. We associate family good times with the living room. We want this room to be attractive because it is here we "visit" each other, enjoy reading, writing, music, games, radio, and entertaining friends. It is the center both of everyday living and of special occasions. What would Christmas be without the Christmas tree in the living room? Your living room then may well be the best place for you to begin learning to apply the principles of good design and thus achieve beauty. Design concerns lines, shapes, sizes, space, patterns, and colors.

Achieving Harmony in Room Arrangement

The room and all its furnishings should go together; that is, they should be harmonious. You, no doubt, have learned something of color harmony in your previous school work. But color harmony is only one type of harmony; lines and spaces can be harmonious

FIG. 35. A GOOD EXAMPLE OF HARMONIOUS ROOM ARRANGEMENT

FIG. 36. A POOR ROOM ARRANGEMENT WHICH RESULTS IN CONFUSION



too. One rule of good design is to follow the structural lines of the room when placing furniture and furnishings. The structural lines are the lines made by the walls, floor, ceiling, windows, and doors. A more pleasing effect is achieved if rugs are placed in line with the shape of a room. Large pieces of furniture, such as a davenport, or a desk, or a large table, should also be placed in line with the structural lines of a room. The two rooms pictured in Figures 35 and 36 will show you the effect of right and wrong lines.

Figure 35 illustrates an arrangement following the structural lines of the room. The rug, the draperies, the davenport, the table, and pictures emphasize the structural lines of this rectangular room. Note its restful, orderly, and artistic appearance. Smaller pieces of furniture may disregard the structural lines and be placed otherwise for interest, grace, and especially for convenience.

Figure 36 is a poorly arranged room which is not in harmony because the curtains, the rug, davenport, and pictures have been placed with no thought of the main lines and shapes in this room. The result is confusing and ugly.

Principles of Design in Grouping of Furniture

The room should be balanced by the grouping of furniture. Windows, doors, fireplace, built-in bookcases are things one cannot change, but they must be considered in placing furniture. If, for example, the fireplace, piano, and bookcases are all on one side of a room it will seem too heavy or unbalanced on that side. To balance a davenport on one side of a fireplace, a large chair, a small table, and a smaller chair may be grouped on the other side.

Since the living room is used for so many different purposes it should give the effect of space for these activities. Many houses are small and the chief problem is to avoid over-crowding. Furniture should be in proportion to the size of the room. Large, overstuffed furniture gives the effect of crowding in an average-size room; smaller chairs and sofas are more appropriate. Large rooms need both larger furniture and more pieces. Whether the room is large or small, however, the livable room must be one in which there is space for living.

Furniture should be grouped for use. A comfortable chair, a good light, and a small table make a unit convenient for reading. A davenport, a low table, and one or two lighter chairs that can be moved easily make a pleasing combination for group visiting, or for

serving light refreshments. Two chairs and a small table are just right for conversation. A desk, a chair, and a lamp are another useful group.

Selecting Wall Finishes

Let us suppose that we are planning to freshen up the living room by re-doing the walls. What decisions must be made in selecting wall finishes and how can we be sure that our decisions are wise? We must first know some more principles of design. Some important factors to consider in selecting wall finishes are the following:

1. Walls are the background of a room and must, therefore, provide an attractive setting for the furniture and the furnishings.
2. Good taste requires that a background be inconspicuous. Why?
3. Walls are made conspicuous or inconspicuous by color or by the pattern or design of the wallpaper. The duller, more neutral colors are less conspicuous than bright colors. Plain walls or walls papered in a small, all-over, inconspicuous design are a better setting for the furnishings of a living room than large, conspicuous patterns which may add confusion.
4. Patterns are conventional or realistic. Realistic designs are copies of real objects. Conventional designs are not pictures of any real object though they may have been suggested by a real object, such as a flower, a leaf, a spray, or they may be geometric shapes. All-over patterns are usually conventional designs. Conventional patterns are considered more artistic than realistic patterns.
5. The treatment chosen for a wall may make a room seem larger or smaller. Dark values in colors make a room seem smaller. Light values in color make a room seem larger. Large patterns in wallpaper also make a room seem smaller while small patterns or plain walls give the effect of space.
6. The walls must fit into the color plan for the room. Color is so important that it is discussed under a separate heading.
7. Select a finish that will wear well. Most of us do not have our walls "done over" very often. Some wallpaper, and some wall paint, will clean; others will not. It is wise to use a finish that is easily cleaned, and that will hold its color. Washable paper or paint is best especially in a community where coal is used for fuel.

Color in the Room

Color adds interest to a room just as it does to clothes. A harmonious color plan should be decided upon first of all when selecting room finishes and furnishings. For a fuller discussion of the How and Why of Color, see Chapter Twenty-one, "Color Makes a Difference," and study the color chart on the page facing 214 to see the relationship of colors.

Principles in the Use of Color and Design in Home Furnishings

1. Color can be used to produce cheerfulness, also a feeling of warmth or coolness. Pure colors, as you find them in your art crayons or paint-box, are seldom used in interiors. Most colors used in furnishing a home are mixed colors. The warm colors are those with some yellow or red tints; the cool colors, those with some blue and green. If your living room is a north room, a warm color would be a good choice; if it is a south or east room and there is much sunshine, a cooler color, such as soft green or blue, may be desirable.

2. In using color a scheme should be decided on, and if the color scheme chosen is of warm colors, the larger areas should be in warm colors for harmony. The small areas may have some accent with bright contrasting colors. For example, the color scheme chosen may be cool, using the shades of blue or green for the walls and floors with an accent of a bright red or yellow in a bowl of flowers, a piece of pottery, a picture, a wall-hanging, or in the pattern of the draperies or of the upholstery of a chair. Nothing adds more interest to a room than color wisely used.

3. Color cannot be separated from pattern, for it is through the pattern or design of draperies, rugs, upholstery, slip covers, and decorative objects that color interest is secured. A limited use of pattern adds interest to a room but an over-use is not pleasing. If walls are plain, figured draperies are in pleasing contrast. If the rug is plain and neutral, the upholstery may be a pattern of pleasing, bright colors.

Now that we have considered some of the basic art principles involved in interior decoration, let us see how one girl made her family living room more attractive.

A Venture in Interior Decoration

Joan Harts is much interested in her home economics work at school. She is especially interested in applying in her home what she is learning at school. After studying critically the living room in her home, she decided that some simple changes would make it more attractive. She talked it over with her mother who gave her permission to make the changes she desired.

The Harts' living room is on the south side of the house. It is not as large as the Harts would like it to be, but it is average in size. The walls are a light yellow and the woodwork is ivory. The draperies are a soft gray-green with a conventional pattern in a brighter green with a little blue. The rug has an all-over pattern with both warm and cool colors, but with a soft rust predominating. One chair seat has a very gay design in bright colors. The upholstery of the davenport is an inconspicuous all-over pattern, the background color a soft warm-rust shade. There are several other chairs in the room, but no bright color or outstanding pattern.

There are three lamps in the room. One near the radio, which is by the window, has a plain shade that looks a little rose-tinted when lighted. A table lamp near the large, comfortable, reading chair has a base that is an all-over pattern of Chinese red. The shade on this lamp is a soft plain one of cream silk. There is also another floor lamp with a nondescript shade.

Joan decided to do over the walls and also to buy a new shade for the floor lamp which stands near a desk against the wall. She thinks the light yellow and ivory of the walls is not an interesting color scheme because there is little or no contrast and that the room needs more color. For the walls she has chosen a soft light blue-green in a washable paint. The ceiling color is to be just "off white." The painter called it "eggshell." She asked him to paint a sample space and leave it overnight so that all the family could see if they liked it by both daylight and artificial light. The lamp shade she chose has an ivory background with a gay, conventionalized floral pattern. Do you think the Harts family and their friends will like the change? Why?

Individuality in Your Living Room

There is one more aspect to be considered — the individual touches that make your living room look as though your family enjoyed living there. Individual touches may be achieved with a

Fig. 37. A PLEASING EFFECT AGAINST THE PLAIN BACKGROUND

Fig. 38. THE BEAUTY OF THE FLOWERS IS LOST AGAINST THE BACKGROUND

piece of pottery of a favorite color that adds a bright spot, with a picture or other accessories, such as lamps, books, or a flower bowl Be careful, however, not to add too many accessories even though each one in itself may be beautiful.

Flowers and Foliage

One of the best ways to add the charm of individuality to your home is by learning to arrange flowers and foliage, and to care for potted plants suitable for the home. A geranium plant, a potted hyacinth, beautiful green leaves, a fern, or an arrangement of fresh flowers always means that someone is interested in making the room livable. You may not be able to refurnish or do over your living room, but you can add to its charm with flower or plant arrangements. You can learn to be artistic in the use of line, color, and shape by learning to arrange flowers.

Flowers are most effective if the room has a pleasing background. A figured background competes with flowers and destroys the beauty of the arrangement. If your wallpaper has a figured pattern, be careful to place your flower arrangement away from the wall where some other background can be achieved.

Make your flower arrangement as natural as possible. Zinnias grow in a riot of color in the garden and are pleasing in a mass arrangement in the living room. Since daffodils grow singly in twos or threes, group them with their straight leaves in a low, flat bowl. Pansies require low, flat containers while tall flowers require a more formal vase.

The Home Economics Laboratory and Interior Decoration

The most practical way to learn artistic arrangement of home furnishings is, of course, to solve problems in house-furnishing. Does your home economics laboratory offer any opportunities for the class to apply principles of good design in its arrangement, or the furnishings? What can be done to give your laboratory individuality and make it a demonstration of good design in the school and community? It should have individuality suited to your community. Home economics departments in Texas and Maine can both be artistic but should not look alike.

The authors once had the opportunity to visit a home economics laboratory in Sweden, which stands out in their memories for its individuality and exemplification of the principles of good design. Swedish people love color and use it artistically. The woodwork and the kitchen cabinets were a soft blue-green which is much liked in Sweden; the cupboards had typical Swedish decorative designs carried out in the shape of the tops and the shelves. A gay design was stenciled on the cupboard doors in bittersweet red and green with a touch of yellow. The inside of the cabinets was bittersweet red. The cooking utensils were a bright, spotless copper. The curtains were white with a stenciled border of blue and yellow. So colorful were these decorations that the walls are not even recalled. On the serving-table was a large, low, blue bowl full of nasturtiums of every shade. A crowning glory! Yes, a thing of beauty is a joy forever and that is why the memory of this home economics laboratory in Sweden is still a joy.

How could your home economics laboratory be made beautiful, or more beautiful? You are, of course, only beginners at interior decoration and there is much more for you to learn. In this chapter we have been able to consider only a few of the principles of good planning in room arrangement and furnishing. As you apply these principles, however, you will learn that there are other principles of

design, such as harmony in styles or periods of furniture and in texture of materials; many other problems will arise. The purpose of this chapter will be achieved if you have learned how to make your surroundings more satisfying through artistic planning.

CLASS DISCUSSION AND ACTIVITIES

1. Collect pictures of attractive, small houses, yards, and living rooms. Discuss them in terms of the basic principles for achieving beauty in everyday living as presented in this chapter.

2. Most rooms can be improved in some way by re-arrangement. Study a room at school or at home and re-arrange it to make some improvement that will increase its attractiveness. Discuss.

3. Plan a color scheme for a small living room on the north side of the house. Discuss.

4. Plan a color scheme for the same size living room on the southeast corner of a house.

5. Arrange flowers, foliage, or sprays in a variety of bowls or vases. Compare the same flowers in different containers.

6. Make a plan that you would like to see carried out to make your home economics laboratory more homelike and more individual.

A Room of Your Own

HOUSES AND YOUR SHARE in them play a part in your happiness. If your family is a large one, you may have to share a room with your sister, but you can each have a part of the room which is your part, if you plan it that way. A place to call your own is a real joy. It gives you a sense of privacy and of intimate possession. The place in your house that you call your own may be only a dresser drawer or two, a book shelf for your own books, a desk, or a study table with a good light in one corner of the living room, or a closet for your clothes, but the crowning joy is a room of your own.

When Julia entered junior high school she came into possession of a room of her own, but she says she remembers the pride of possession and the love of privacy she felt when as a little girl she was allowed to have two shelves in a closet out of reach of her brother; there she could keep her paper-doll house. When she started to school a small desk with a portion that she could lock and wear the key on a chain around her neck was a place that she loved best because it was her own. When you think about a room of your own there are probably three things you hope for: you want the room to be livable, you want it to be attractive, and you want it to display the things you like.

Making Your Room Livable

A livable room is one that is convenient and usable. In attempting to make any room livable, first of all decide what purposes it should serve. Your room is used for sleeping, dressing, resting, studying, taking care of your clothes and other possessions, and sometimes for visiting. To make sure that your room serves all these purposes efficiently you will have to consider a number of items. In the first place, your room should be comfortable both in warm and in cold weather. It should be well ventilated and well lighted both by day and night. Since few persons can afford to make additional windows in a poorly lighted room, you will need to consider carefully the arrangement of your fur-

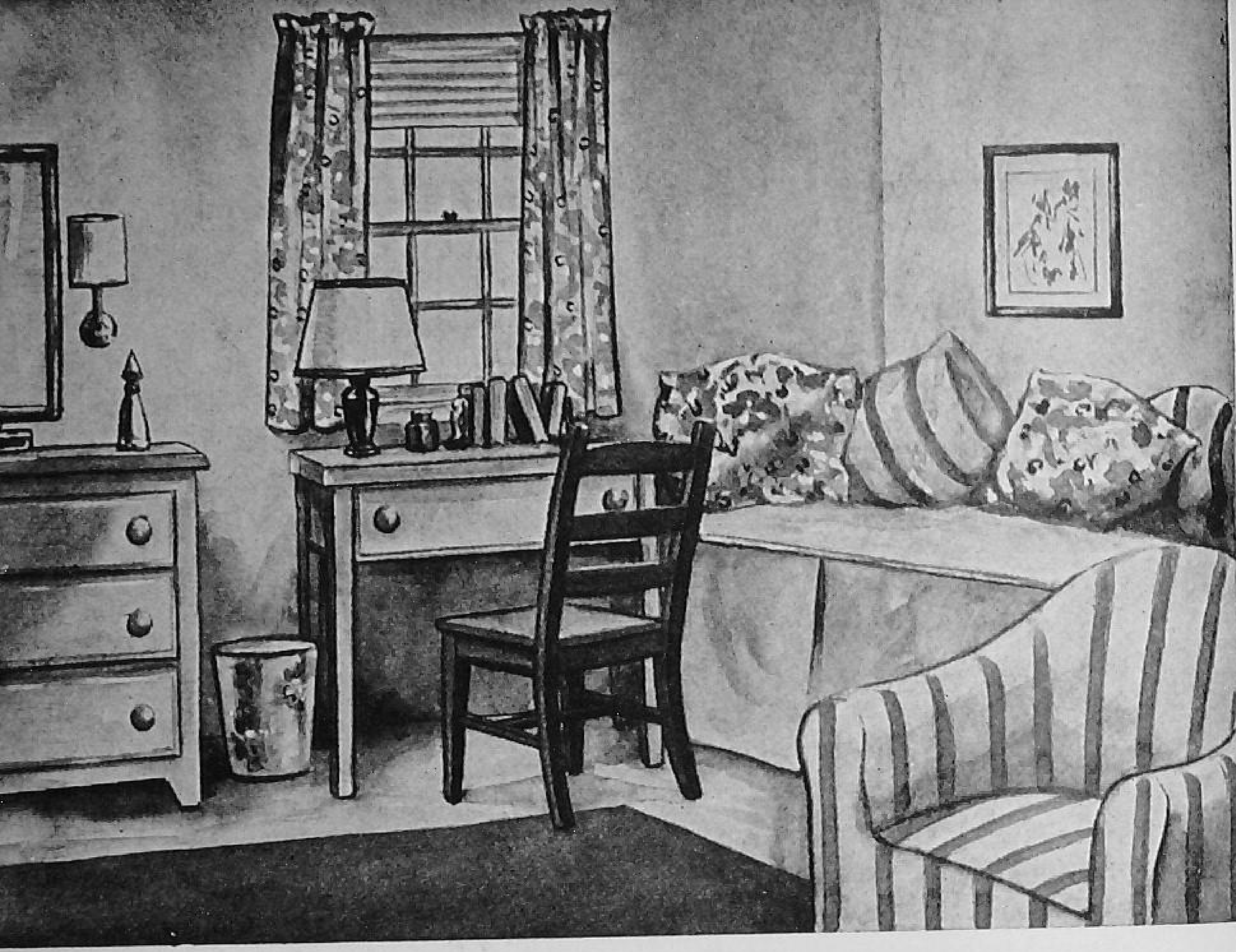


FIG. 39. A WELL-ARRANGED BEDROOM

niture to take fullest advantage of the windows your room possesses. A table or desk at which you are to do your studying should be placed so that you will have a proper amount of light from the window on the surface of the desk. If you study at night, your desk should have a lamp fitted with bulbs of the proper intensity to give you a good but not too glaring light. Next in importance to your desk is the position of your dressing-table or bureau. You should try to arrange to have a good light on it both by day and by night. Light switches so placed that you can light the room on entering or leaving it and also when getting into or out of bed are additional conveniences.

Furnishings. The most important piece of furniture in your room will be the bed. It must in the first place be comfortable. It should not sag or slope when you lie on it. It must be long enough so that you can stretch out in a straight horizontal position. Both the bedspring and the mattress are important in making a bed comfortable. If you are helping to select the furnishings for a room of your own, it is wise to buy the best bedspring and mattress that your family can afford. They are not only more com-

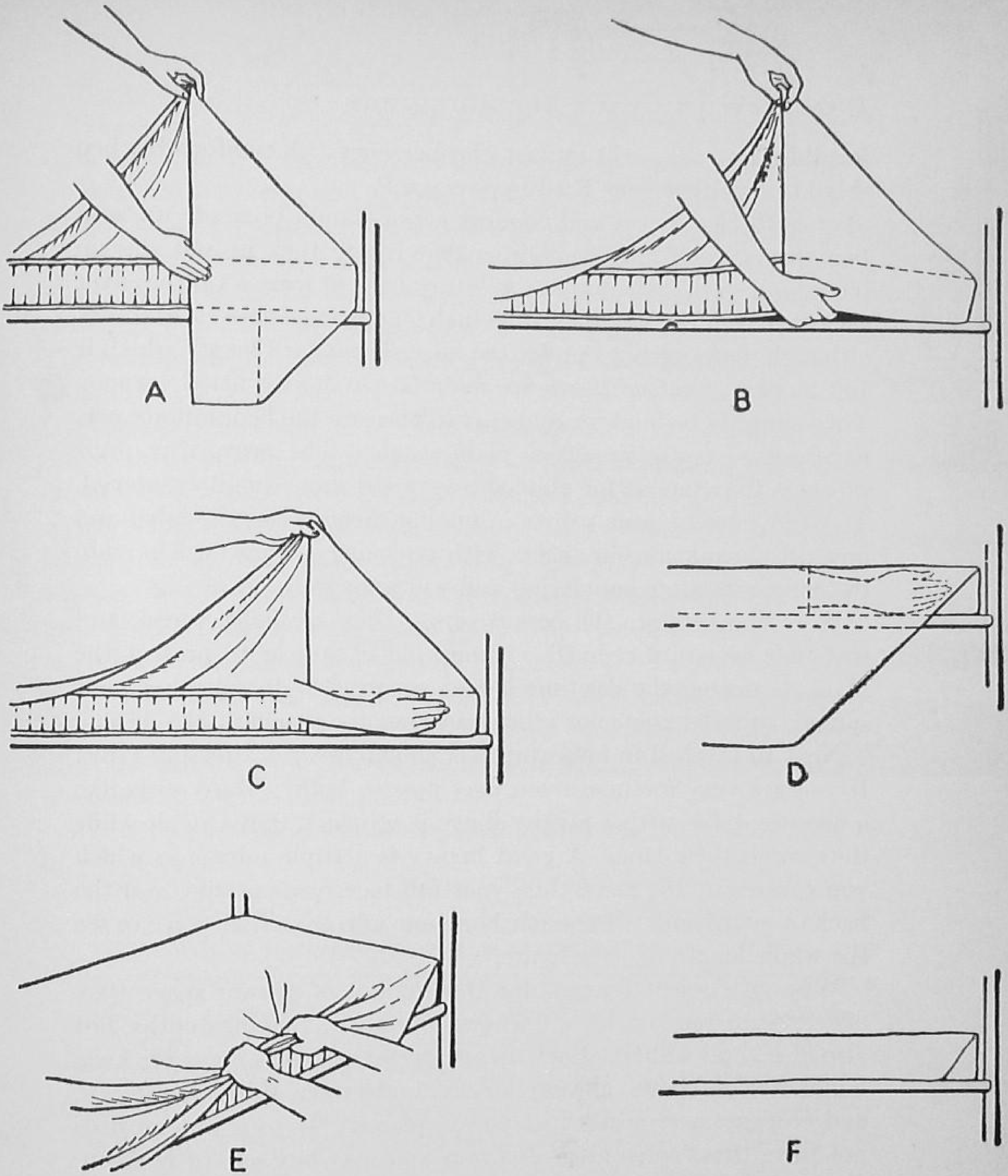


FIG. 40. STEPS IN MAKING A BED WITH PLAIN SHEETS

A. After tucking the sheet well under the head of the mattress, stand facing the head of the bed, lift the edge of the sheet with the left hand and hold at a right angle against the mattress.

B. With the right hand tuck the sheet firmly under the mattress.

C. Hold the sheet in place against the mattress.

D. Drop the portion, held by the left hand, over the right hand.

E. Gather the sheet in the hands, pull snugly, and tuck firmly under the mattress, first in the middle of the bed and then at the corners. ***A bed with a tight bottom sheet will have no wrinkles.***

F. The finished square corner.

fortable, but they will outlast cheaper ones. A comfortable bed should be neither very hard nor very soft.

For both cleanliness and comfort a bed should be made up with two sheets, each long enough so that it will tuck in and stay in place, and so that the top one will turn back at least six inches over the other bedding. Standard 99-inch length sheets are satisfactory although many persons prefer the longest standard length which is 108 inches. *Contour sheets* are manufactured with fitted corners. They simplify bedmaking and stay in place on the bed, but are perhaps not so easily ironed as plain sheets. The price of contour sheets is the same as for plain sheets of the same quality material. To make sure of your values in buying sheets, read the label and buy pre-shrunk muslin sheets with no sizing. These will remain the same size after laundering and will wear well.

Wool blankets are the best covers. They are light, warm, and washable or easily cleaned. Some kind of spread to protect the blankets during the daytime is also necessary. In selecting your spread, consider the color scheme of your room (pages 114–116).

Next to the bed in importance is your bureau or dressing-table. If you are very fortunate you may possess both. Many girls like a dressing-table with a mirror above it at which they can sit while they comb their hair. A great luxury is a triple mirror in which you can see at the same time your full face, your profile, and the back of your head. If possible hang one mirror so that you can see the whole length of your figure.

Wise girls select bureaus for the amount of drawer space they offer. Some bureaus have drawers not only of varying depths, but also of several widths. Such an arrangement makes it easy to keep handkerchiefs, belts, gloves, hosiery, underwear, shirts or blouses, and costume accessories in separate places. If your bureau does not have these convenient divisions you may buy sets of boxes to fit the drawers or you can cover pasteboard boxes.

Although the position in which you place the desk or table at which you are to study is important, the piece of furniture itself is more important. Be sure it is the right height from the floor, so when you sit in the chair you will use at it, you can rest your arms on it comfortably. If the table is too high it is easy enough to have the legs sawed off. If it is too low, blocks or metal tubes can be fastened to the legs to raise it.

If you are fortunate enough to be able to select your own furni-

ture, you can choose what best suits your personal taste. The chances are, however, that you will have to use furniture that your family already possesses. If a choice of more than one article is offered you, remember that in general the more simple the furniture the more restful the effect will be. Simple furniture is much easier to care for than elaborately carved and decorated pieces. The arrangement of the furniture will reflect your good taste and judgment.

Your bedroom closet. No man, even an architect, ever quite understands the importance to women and girls of properly planned closets. Very few women are lucky enough to build or happen upon a closet that exactly suits their needs. You will probably have to adapt your bedroom closet to your own ideas with the minimum of expense, but the experience of other women and girls will help you in arranging what storage space you have. A well-planned closet provides conveniences for keeping clothes in good condition and also allows the owner to get clothing out easily and put it away efficiently. A well-placed rod for hanging clothing will take care of all the garments that can be placed on hangers, including dresses, coats, skirts, blouses, and slacks.

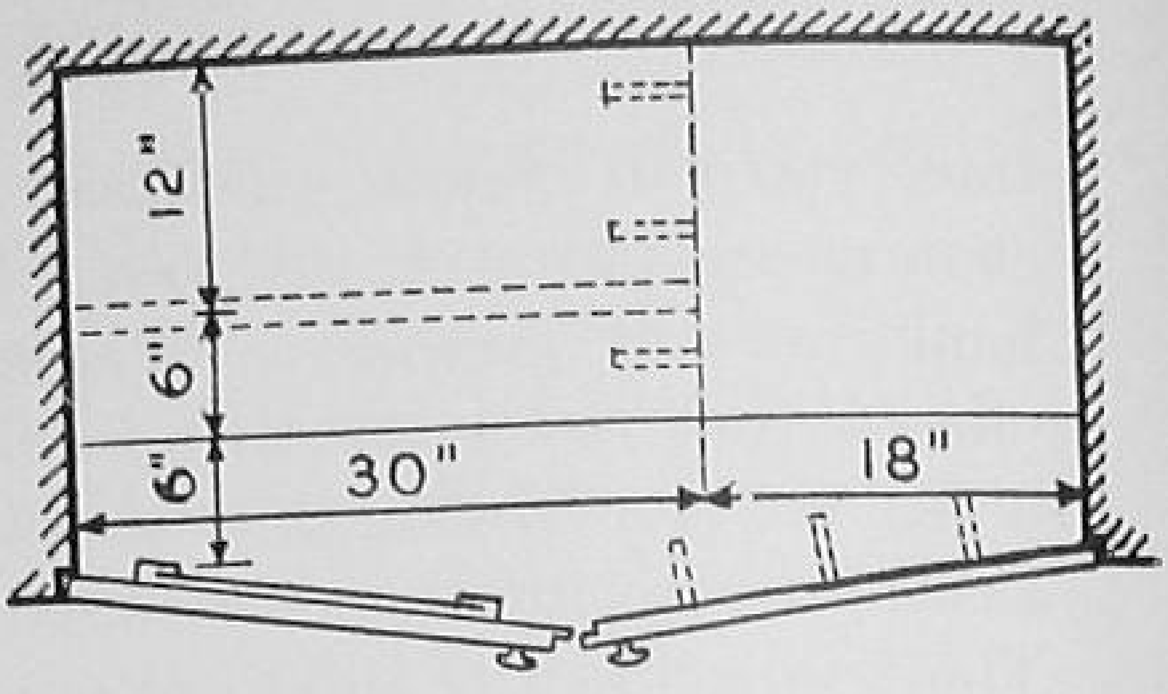
The following table will be useful in testing the location of rods in your closet.

ROD ALLOWANCE FOR GARMENTS AND LOCATION OF ROD WITH RESPECT TO WALL AND FLOOR

Garments	*Desirable minimum distance from wall to rod center*	*Minimum distance from floor to top of rod*
	Inches	*Inches*
Adults'		
Skirts	12	45
Jackets	12	45
Shirts	12	45
Suits	12	45
Trousers	12	45
Dresses	12	63
Overcoats	12	63
Coats with fur collar	12	63
Coats without fur collar	12	63
Evening gowns	12	72
Garments stored in mothproof bags	12	72

There should be enough hooks in a closet for such garments as pajamas, slips, overalls, and others that are not hung on hangers.

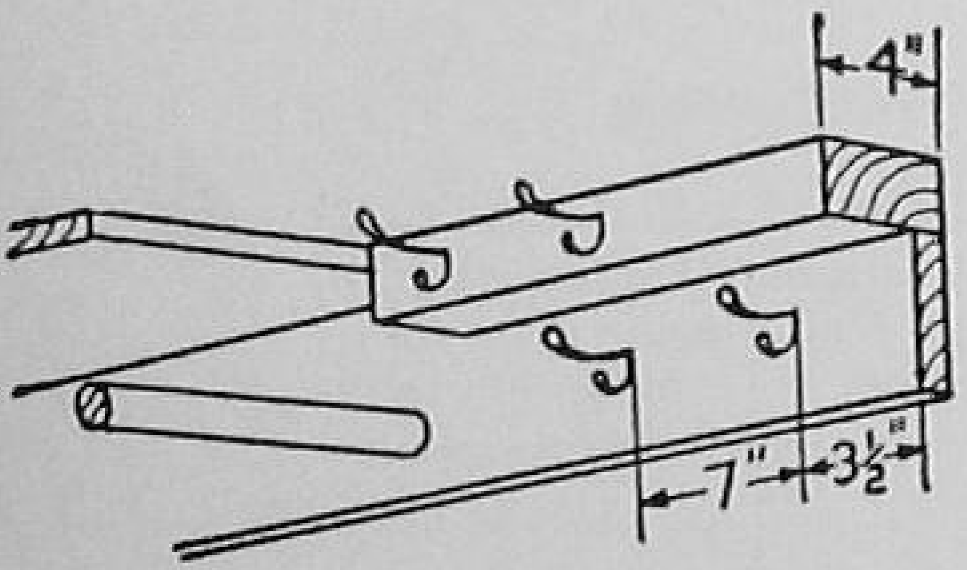
A



B

FIG. 41

A. A bedroom closet designed for one person
B. Plan for closet



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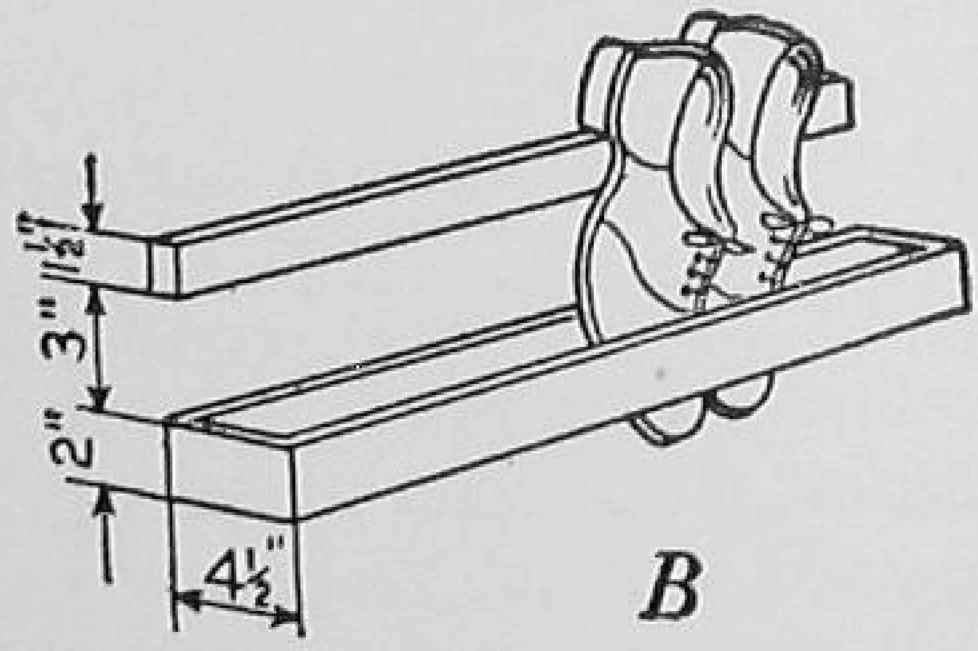
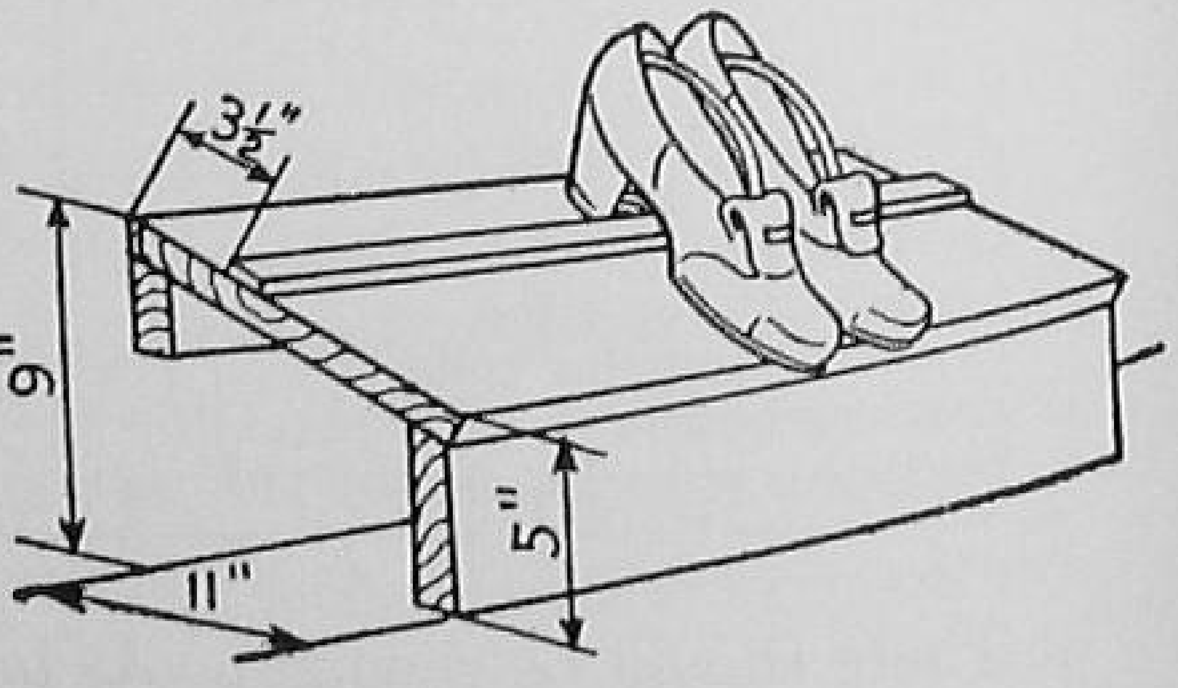


B

FIG. 42. CLOSET AIDS THAT ANY BOY WHO CAN WORK WITH TOOLS CAN MAKE

A. A good way to place hooks
B. Vertical rack for shoes
C. Tilted shelf for shoes



C

Hooks may be placed on the door, or in easy reach of the door. It is not practical to put hooks behind a rod. Hooks for use in hanging a small child's clothes should be within his easy reach. See Figure 42A for placement of hooks.

Shoes may be stored in several convenient ways. Figure 42 shows two ways in which a closet may be built to care for shoes. Another useful way is in a shoe bag, fastened to the closet door. The most useful shoe bag has individual pockets for each shoe.

Sliding trays furnish very useful storage space for clothing. See Figure 41B for a complete plan for a well-arranged clothes closet.

Making Your Room Attractive

Orderliness is the first requirement for an attractive room. If your bureau, chest of drawers, or chiffonier provides adequate storage space for your underwear, hosiery, and accessories, and if you have sufficient closet space in which to keep your coats, dresses, hats, and shoes, one of the worst obstacles to orderliness has already been overcome. Of course, it is not enough to have adequate storage space. In order to achieve orderliness it must be used. Although order requires an expenditure, it is one of energy, not of money. "A place for everything and everything in its place" is orderliness in action.

To live up to this ideal each piece of furniture in your room should be in its appointed place. If there is more than one window, the shades should either be run clear to the top or else be drawn to the same level. If you have overdraperies that tie back, all of them should be tied at the same level. The pictures on your walls should be straight, the books, pencils, and papers on your desk should be neatly arranged. The top of your bureau or dressing table should be in order. Each of these items has a part in making your room attractive. A very few articles out of order can mar the appearance of the most attractive room.

Cleanliness. An intelligent expenditure of energy will produce cleanliness as well as orderliness. Good housekeeping, which includes keeping a house both livable and attractive, is a combination of orderliness and cleanliness. You can begin to accept your share of responsibility for good housekeeping by keeping your own room in order and clean, but if you are a co-operative member of a family, you will wish to share in the good housekeeping of other parts of your home. Every boy or girl should know how to

clean his room and should be skillful in using cleaning equipment such as brooms, sweepers, mops, and dustcloths. See pages 121–123 for details on cleaning.

Color. Most persons enjoy color. Just as you have found that you can wear for certain occasions some colors better than others, so some colors are more appropriate than others for certain rooms in a house. Bedrooms should be cheerful places; light colors, therefore, are usually suitable. If your room is not on the sunny side of the house, you can bring the effect of sunshine into the room by using yellow or apricot tints. If, on the other hand, your room is very sunny, you may find the effect more restful if you use a cool green or blue. Skillful use of color is one of the best ways to give individuality to your room.

Color and design should be considered together. Design means the pattern in the wallpaper, rugs, curtains, draperies, bedspread, chair upholstery, etc. If all these areas are covered with a large, striking design, the result is confusing. In Figure 45 note the pleasing effect of the combination of plain and figured designs. The wallpaper is figured, but the glass curtains, woodwork, and furniture are plain.

Combining colors offers endless variety but demands considerable skill. To learn how to combine colors and designs, notice how they are used in rooms that you find pleasing. Some colors can be used together better than others. For a fuller discussion of colors see Chapter 20 in Unit III, *You and Your Clothes*. Principles of good taste in color and design are the same whether applied to clothes, furnishings of the house, or to the outside surroundings.

Red is a strong, warm color and yellow introduces light. These colors add cheer to a dark room. They generally should be used in small amounts. A very brilliant red or a very strong yellow should usually occur as an accent. If, for instance, your figured overdrapery uses one or both of these colors, you might use a cushion in your easy chair of one of these colors. Blues, greens, and violets suggest distance and are restful, cool colors. In a bright, sunny climate these colors are acceptable in any room.

A pleasing color scheme for a room may be secured by selecting for draperies a material in which the background is the same color as the wall or slightly darker. The principal color in the pattern should repeat other colors in the room. For example, those in the rug or bedspread or upholstery.

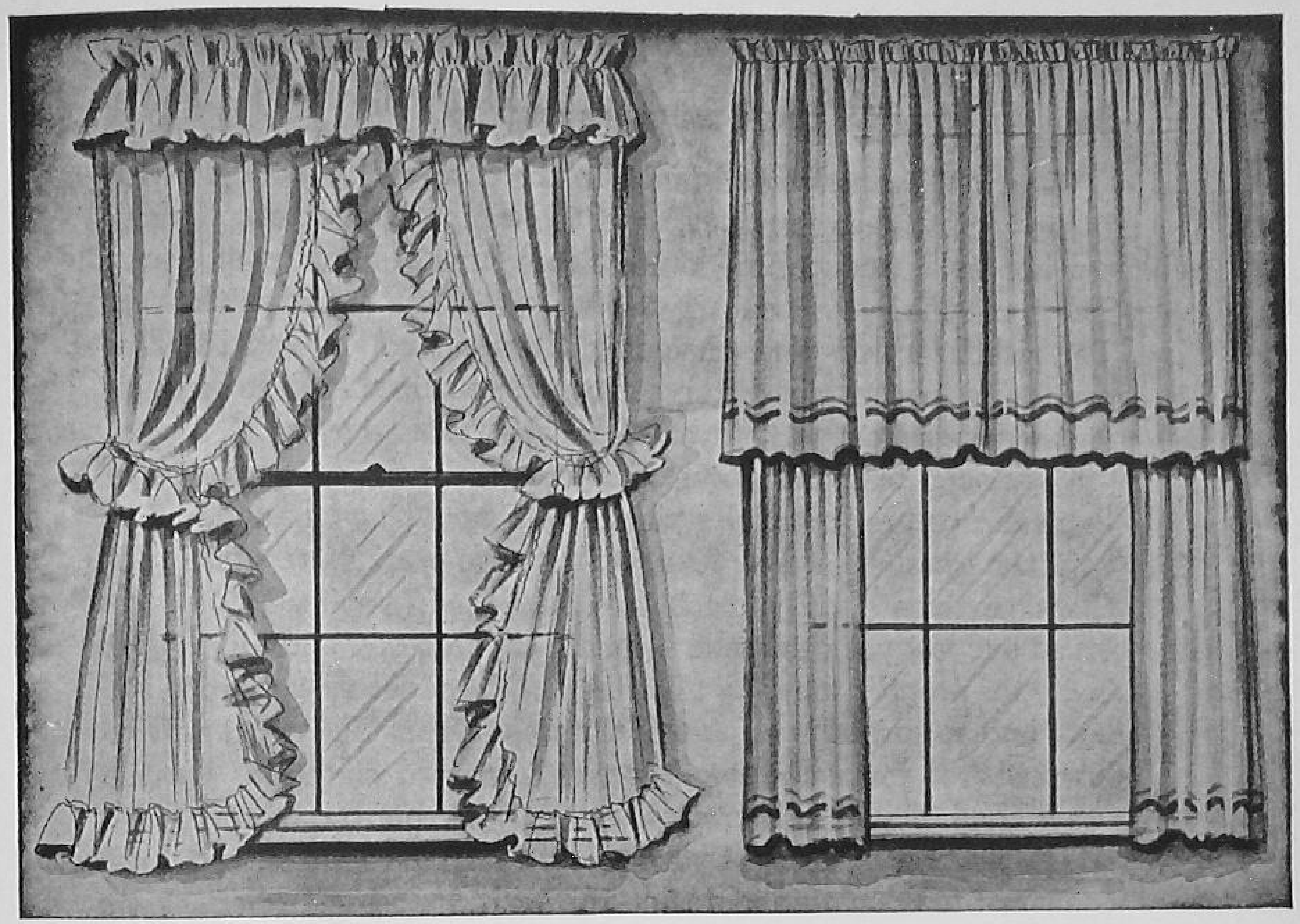
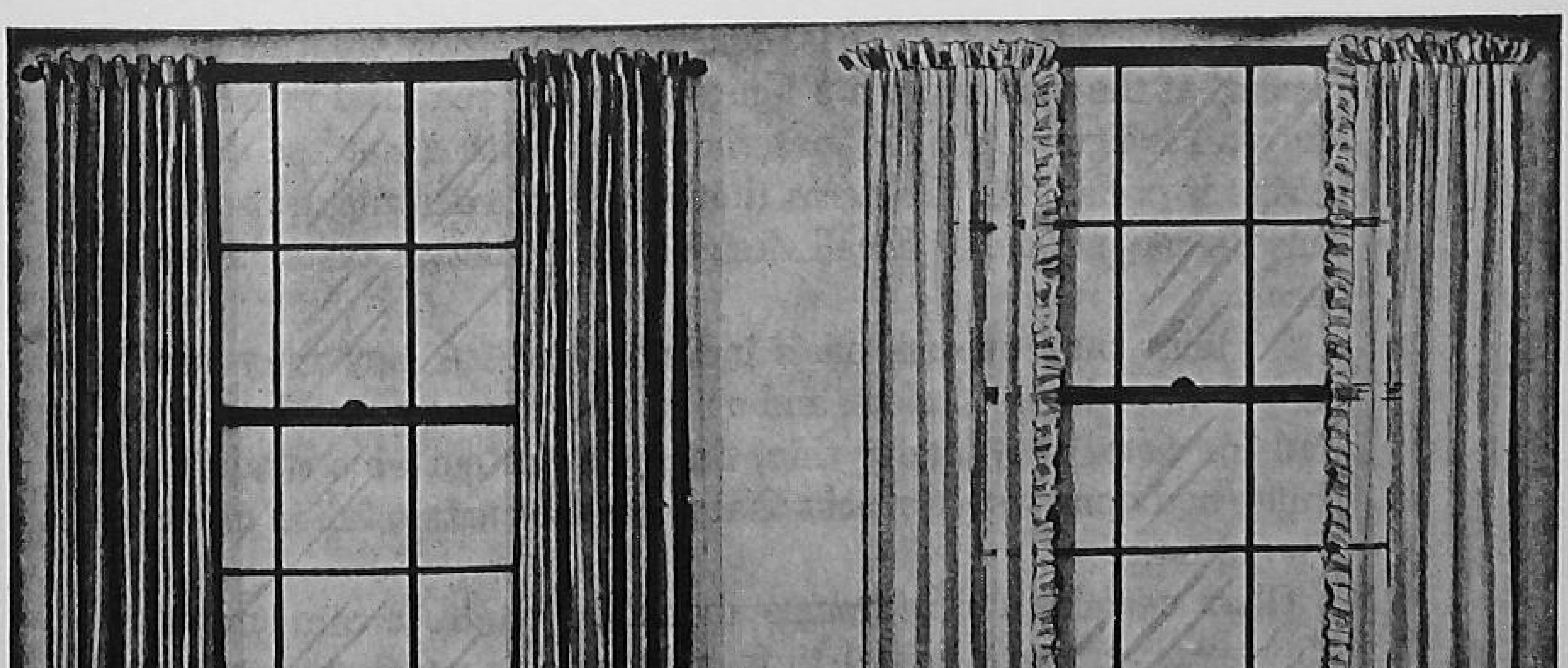


FIG. 43. INCREASING THE WIDTH OF A WINDOW

FIG. 44. INCREASING THE HEIGHT OF A WINDOW



Rugs and draperies add much to the attractiveness of a room. If the rugs that you must use and the wallpaper are both figured, try not to introduce any other figured material in your room. The spread for your bed may repeat one of the colors in the rug. The upholstery on your chair might reflect another and the draperies could repeat one of these two or if you are skillful in combining colors might repeat yet another color from your rug.

Windows. In deciding what kind of curtains to use in your room there are certain principles which you should understand. Perhaps the question of how long to make the curtains troubles you. Glass curtains usually reach to the sill. If your windows are broad and low you can make them appear narrower and taller, that is, better proportioned, by allowing the draperies to extend to the floor and to spread over part of the glass area. The effect will be intensified if you make the draperies of striped material. On the other hand, if your windows are tall and narrow you can improve the proportion by using a valance, by hanging them so that they come just to the glass and do not overlap it, by using draperies that come just to the window sill, and by choosing either a rather large sprawling design or a design that runs horizontally across the material. The lower edge of draperies should be in line with some structural part of the wall, such as the window sill, the bottom of the sill, the top of the baseboard, or the floor.

The pattern of the fabric is important in window treatment. In general, if the wall is plain a figured drapery material is best. If the wall is figured a plain material or one with a not too decided design is preferable. Patterns that have large designs are suitable only in large rooms. Small designs are in better taste in small areas.

Curtains may express one's individuality. A boy may prefer simple lines, decided colors, and a material of coarse rough texture, and his sister may prefer thin, dainty swiss curtains made with ruffles and hung with tiebacks that make the curtain fall in graceful curved lines.

Glass curtains for bedrooms should be white, cream, or ecru. However, very pale pastel tints, such as soft peach, pale yellow, rose, or a soft pink shade called dusty pink, may be in good taste if they do not clash with other colors in the room or if the room otherwise would lack color.

A Room That Looks Like Your Own

A room to be really yours must have individuality, that is, it must reflect your personality. Your own room is the place to display things you find pleasing though they may not interest everyone else. Billy was very much interested in aeroplanes. His room reflected that interest. He had pictures of aeroplanes and aviators, and he had a number of models of aeroplanes which he had made himself as decorations about the room. His sister was interested in perfume bottles and several of her friends, knowing of this hobby, had each given her an attractive bottle for her collection. She had three little glass shelves hanging in her room which were filled with her collection of little perfume bottles in interesting shapes and colors. George's room has a large closet with a good-sized window in it. Here he has a collection of rocks, and also all his photography supplies and equipment. To the extent that your room expresses your interests and likes it will have individuality.

Sharing Your Room With Others

Most houses, however, are not big enough for every member of the family to have a room of his own. Often brothers or sisters share a room. You can share a room with someone else and still have much pleasure in it. Being able to share your pleasures and possessions harmoniously with others is evidence that you are growing up satisfactorily.

If you are to enjoy sharing your room with a roommate, both of you must respect the possessions and the privacy of the other. This means one will not use the space or possessions of the other without permission, and that such privileges will not be asked too frequently. On such a basis your own things can be as much yours as when you room alone. Letters, diaries, purses, accounts, toothbrushes, soap, towels, combs, brushes, and other toilet articles are some of the personal things that even a roommate should consider as private property.

Sharing one's room with another can be a real pleasure if the roommates are congenial, and if they respect each other's rights and privileges. Sharing is a mutual affair. Both persons must be co-operative and thoughtful. Roommates have an excellent opportunity to practice the golden rule. In sharing a room with others "do unto others as you would have others do unto you."

How do you stand this test of a good roommate or a good house-mate?

Sharing your room with an overnight guest is one of the pleasures of having a room of your own. The preparations which you make for such an occasion include:

1. A thorough cleaning of your room so that it is spic and span.
2. Freshly laundered sheets and pillow cases and a fresh bed spread. Curtains and dresser scarf may also need to be laundered.
3. Space on the dresser and in the dresser drawers for the visitor's use.
4. Fresh towels and washcloths and a place to hang them. A water glass, and a small cake of soap (guest size) are also thoughtful provisions.
5. Several coat hangers and closet space for hat, clothes, shoes, and so on.
6. A place to put a suitcase or overnight bag.
7. Of course, flowers, a colorful plant, or a bowl of fruit bespeak a welcome.

FIG. 45. THE SISTERS WHO SHARE THIS ROOM WANT NEW DRAPERIES.

What would you suggest?

CLASS DISCUSSION AND ACTIVITIES

1. Study Figure 39. In what ways does this room attain the criteria for an acceptable bedroom?

Describe the furniture and conveniences not shown in the picture which you might assume are in this room.

Suggest a color scheme that you would like if this were your room and located on the north side of the house. What, if any, change would you make if the location was the east side of the house?

Would you like any changes in this room if it were yours?

2. Figure 45 shows a room for two. There is a large closet, five feet by three feet, opening into the room. The present occupants are not satisfied with their window treatment or with the closet arrangement. The room is on the south side of the house. The wallpaper is a silver-gray with blue dots. Supply a description for the furniture, rug, woodwork, and ceiling.

How would you improve this room for boys? For girls? If you would make any difference in treatment, give your reasons.

3. Investigate in your local stores the kinds of sheets and pillow cases available and the prices at which they are sold. Read the labels and discuss which is the best buy. Also investigate blankets and bedspreads. What do they cost?

4. Write the Agricultural Extension Service in your state (located at the State Agricultural College) and ask for directions for making a cotton mattress. Also ask for any bulletins available on house furnishings and care.

5. Plan a bedroom just as you would like to have it furnished.

6. If you had ten dollars to spend in improving your room, how would you plan to spend it?

Sharing in Keeping House

GOOD HOUSEKEEPING is everyone's responsibility, especially if he lives with other people. That housekeeping is a worthy activity even for busy men is evidenced by the high standards of housekeeping required in the Army and the Navy. Housekeeping is one of the activities in a home with which every member of the family can help. Think through one complete day's work in your home. List (1) all the things that are done for you, and (2) all the things you do for yourself and others. Which list will be longer? One of the best ways to make the lists more nearly even is to help with the housekeeping.

You should start your share of good housekeeping by taking care of your own things and the space that is yours; hang up or put away your clothes, keep dresser tops and drawers you use in order, keep your books and school supplies well arranged; in fact, keep all your things in their proper places. A good housekeeper will not leave hat, coat, books, overshoes, baseball bat, skates, or other play equipment in places where they clutter up the house. Every household convenience that you share with others should be left in order for the next user. This principle applies to such things as the bathtub, the newspaper, the writing desk, the kitchen sink, and other similar family conveniences.

STANDARDS FOR HOUSEKEEPING

Everybody has standards for housekeeping. If your standards are high, you are unwilling to allow your surroundings to be dirty or disorderly at any time. Having a place for everything and putting all things in their places is the first principle of orderliness.

Regular daily cleaning of a house is the best plan to follow, not only because it insures a pleasant appearance, but because it is easier to keep a house neat by daily dusting of surfaces where dirt collects than to allow dust to accumulate. When dirt has been allowed to accumulate on furniture, floors, walls, and other surfaces for any length of time it is not only much harder work to remove it

but it may even be necessary to injure the finish of the surface in order to remove the dirt.

Good Housekeeping Pays in Many Ways

To achieve good housekeeping one must be systematic. In addition to having a place for everything and keeping things in their places, one should have a time schedule for all the daily, weekly, and occasional housekeeping tasks. A schedule is as useful for managing time as a budget is for managing money. A schedule is really a time budget.

Cleaning Your Room by a Schedule

Daily cleaning of a bedroom. To learn how to clean a bedroom, let us have a specific room in mind, for example, the one shown in Figure 39.

It is a good practice to air the bed by turning the covers back when you first get up. Daily cleaning consists chiefly of hanging up clothes, straightening the dresser and the table, making the bed, and dusting.

Start dusting by cleaning the window sills and the furniture first, because soot, dust, or powder may fall on the floor as this dusting is done. It is, therefore, best to clean the floor last. In this room dusting the floor

Fig. 46. STEPS IN DAILY CLEANING OF A BEDROOM

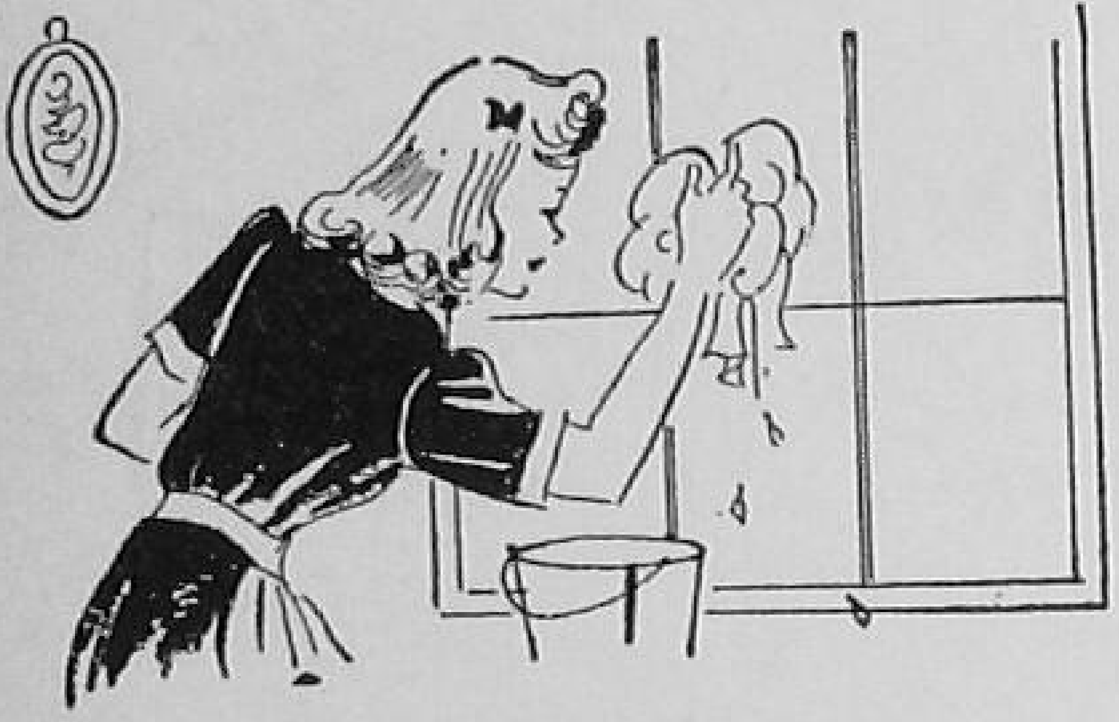


FIG. 47. OCCASIONAL CLEANING

with a floor dusting mop will usually be sufficient. There may be bits of thread or lint on the rug that can be picked up or brushed up with a whisk broom and dust pan. Sweeping will stir up some dust which will settle on the floor and the furniture. Therefore, if the rug or the floor is to be swept with a broom, the sweeping should be done before the room is dusted. Why? In this case the furniture, woodwork, and lastly the floor should be the order for dusting.

Weekly cleaning of the bedroom. If the weekly cleaning is thorough, the daily cleaning is easy. Weekly cleaning should include wiping glass surfaces of pictures, mirrors, the inside of the windows, light fixtures and bulbs, and shades. The furniture should be moved so that every inch of floor space can be cleaned and the back of the furniture dusted. The closet floor should be cleaned thoroughly; also, all woodwork in the room including the baseboard.

Mattresses should be turned from side to side one week and from end to end the next week. Fresh dresser scarfs should be provided.

Rugs should be cleaned thoroughly each week. A vacuum cleaner is the best means of

cleaning a rug because the dirt is removed from the rug and the room. Rugs may also be satisfactorily cleaned by sweeping with a carpet sweeper or with an ordinary broom. When a broom is used a long-handled dust pan that has a closed receptacle for the dirt is a convenience.

Occasional cleaning of the bedroom. The windows and the curtains and draperies need cleaning now and then. How often is determined by the amount of dirt, such as soot and dust, which is in the air. If you live in the country, or in a town where natural gas is used for fuel, your windows and curtains will stay clean a long time, but if you live where soft coal is the chief fuel, these cleaning jobs must be done more frequently if a good standard of housekeeping is to be maintained. In the latter case the curtains should be simple and easily laundered. For a thorough cleaning, the window shades should be removed and brushed; Venetian blinds should be washed.

Homemade Cleaning Materials and Methods

For *windows and mirrors* the most common liquid cleaners are: (1) Clear water; (2) water to which washing soda, ammonia,

Fig. 48. GOOD HOUSEKEEPING MEANS REMOVING DIRT, BOTH SEEN AND UNSEEN.

or alcohol has been added. Good proportions to use are: a half tablespoonful of ammonia to each quart of water, or one tablespoonful of rubbing alcohol to each pint of water. Method: Dip a cloth into the liquid, wring as dry as possible, wash, using overlapping strokes and dry by rubbing briskly with a paper, cloth, or chamois.

Radiators or registers need cleaning with brushes that get into corners and cracks.

To clean the *walls and ceiling* of a room, use a long-handled wall brush. Begin at the bottom and work up to the ceiling, cleaning it last. Dust hangs down, and by lifting it with the wall brush you can avoid rubbing it on the walls and smearing them with soot and dirt. The wood trim may be dusted as you come to it in cleaning the walls.

Closets need an occasional thorough cleaning when everything is removed and the walls, floor, woodwork, and shelves are cleaned.

Dresser drawers also need to be emptied and wiped out now and then. Paper linings are recommended for drawers.

Mattresses and springs, especially *box springs*, need to be brushed or vacuum cleaned occasionally.

To clean varnished furniture. For removing dust and fingermarks from varnished furniture, use warm water and a neutral soap. Wring a soft cloth out of the lukewarm soap suds and rub the surface, a small area at a time. Wipe again with a soft cloth wet with clear warm water. Dry with a soft, clean cloth.

Restore the finish by rubbing with a soft cloth on which a few drops of furniture polish or wax have been placed.

Use and Care of a Vacuum Cleaner

With a vacuum cleaner and its attachments, one can clean floors, rugs, walls, baseboards, radiators, moldings, pictures, draperies, mattresses, bedsprings, and upholstered furniture.

All vacuum cleaners work on the same principle. They draw up dirt by suction and collect it in a container which is part of the vacuum cleaner. This container must be emptied regularly or dirt will clog the cleaner and make it inefficient. Some models have a paper bag inside the dirt container. When the bag is full of dirt, it can be changed for a new one and discarded. Whatever model the homemaker uses, she will find that regularly removing the dirt from it results in good cleaning. Like most modern equipment, vacuum cleaners work well if well cared for.

Dusting Made Easy

The best way to care for furniture and woodwork is with clean dustless dustcloths. These can be bought, or they may be prepared at home. Use cheesecloth or other soft cotton material. Hem half-yard or three-quarter yard lengths to prevent raveling. Treat the cheesecloth with hot water in which one tablespoonful of furniture polish has been used to each quart of water. Break the oil up into droplets on the surface of the water. Dip the cloths in the water and wring out. When many cloths are being treated, oil must be added from time to time.

Note: Since cloths moistened with linseed oil which is an ingredient of furniture polish are especially likely to cause spontaneous combustion, be careful to store such cloths in a tin or glass container to prevent starting fires. Re-treat each time the cloths are laundered.

Washing painted woodwork or painted furniture. Warm water, soft cloths, and a mild, neutral cleaning powder or soap jelly are safe to use on painted woodwork or furniture. Never use strong soap or strong cleaning agents on painted or varnished surfaces. Be sure to read the label on a cleaning agent to see if it is recommended for painted or varnished surfaces.

You can easily make a soap jelly by dissolving neutral soap flakes or soap in a small amount of water. The mixture, when cool, should be of a jelly-like consistency. Wash a small space with an overlapping up-and-down stroke, rinse off all soap or powder, and dry with a soft cloth. When the surface is dry, protect it with wax rubbed on with a soft, clean cloth.

Sharing the Bathroom with Others

The bathroom should be kept spotlessly clean. After each use the bathtub or lavatory should be left clean for the next person to use. A brush or wash cloth, and a cleaning powder make this job easy to do. Thoughtless persons, especially when they are in a hurry, fail to wash the bathtub — *an unpardonable error.*

Every member of the family should have a rod for his towel and wash cloth, and a place to put his toothbrush. When the bathroom is not used by too large a group, it is a convenient place for a towel rod and a hook for a toothbrush for each member of the family. A towel rod on the inside of one's own closet door will serve when space in bathroom is not available.

The misuse of the bathroom is often the cause of friction in a home. You show the kind of person you are when you share the bathroom with others. For example, if you respect the property of others you will never use other people's towels and toilet articles that are kept in the bathroom; nor will a thoughtful person monopolize the bathroom. A person who is a good housekeeper leaves the bathroom clean and in order. An economical person is not lavish in the use of towels, soap, and other bathroom supplies.

Soap and water are the best sanitary protections for everyday living. No hands are ever clean unless they have just been washed. It may be well to remind you that hands should always be washed after using a toilet.

Cleaning the Bathroom

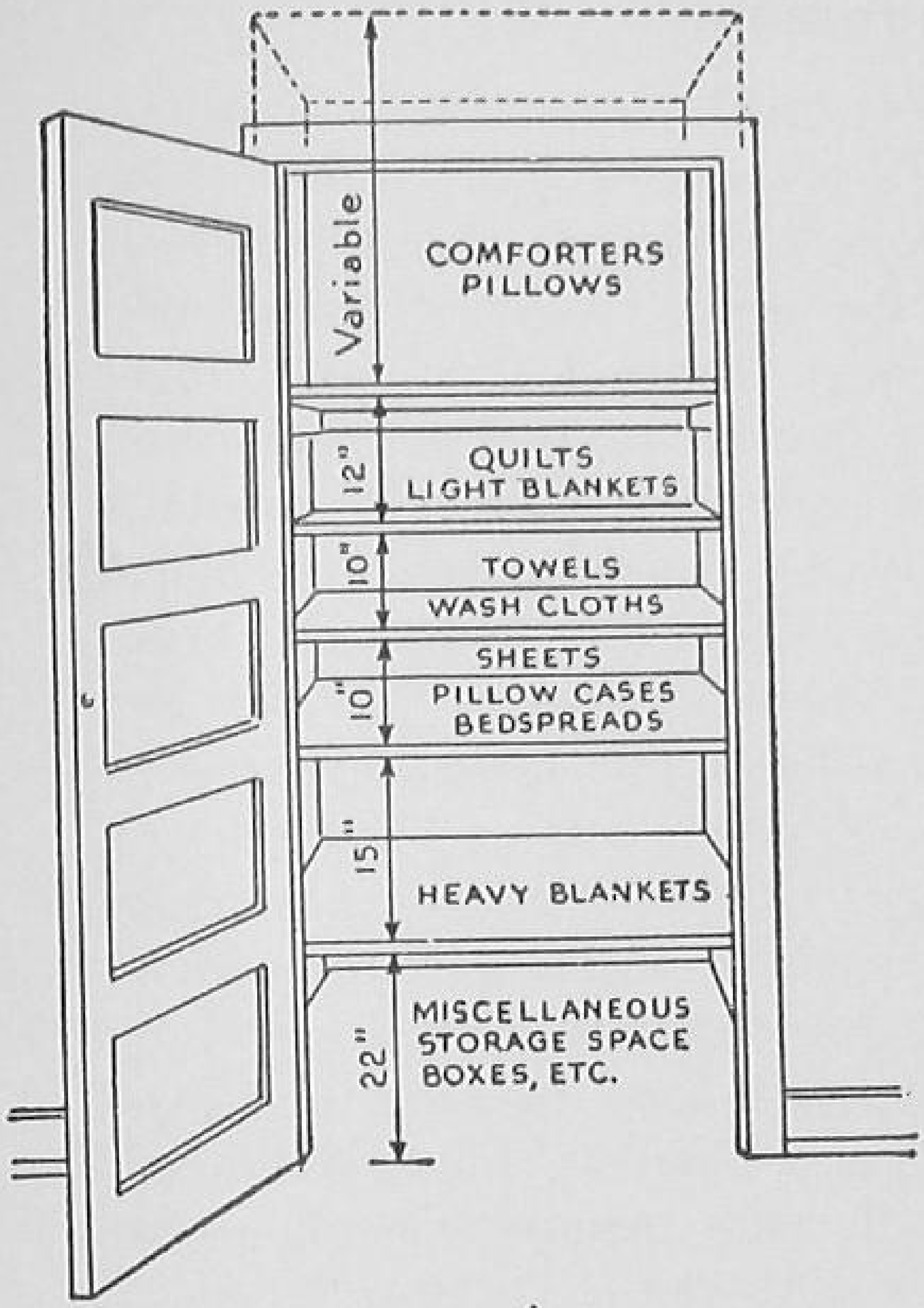
The enamel surfaces of the lavatory and tub (and also the kitchen sink) are smooth when new. This surface can be kept smooth and therefore easy to clean if it is cleaned with soap and water or with very fine scouring powder such as feldspar. Coarse scouring powders will scratch the surface and eventually make it harder to clean.

Yellow stains, caused by iron in the water, may be removed with an acid; hydrochloric acid, for example, but the acid should be washed off immediately or it will injure the enamel. It is best to avoid these water stains by making sure the water is turned off. A leaking faucet is an indication that a new washer is needed. Putting in a new washer is a household job that someone in every household should learn to do, but it requires skill in using such tools as a screwdriver and a monkey wrench and a knowledge of how to turn the water off from the faucet that needs repairing.

Chromium plate is the most commonly used metal for plumbing fittings. It is easily cleaned by wiping off with a damp cloth or by washing with soap and water. It should not be scrubbed with a powder or a metal polish because the plating is thin and will soon be worn away with this treatment.

The toilet bowl is best cleaned with a long-handled, stiff bristle brush.

The bathroom floor can be cleaned with soap and water. Care should be taken to leave the floor dry. Slipping on a wet floor or tub is the cause of many accidents in bathrooms.



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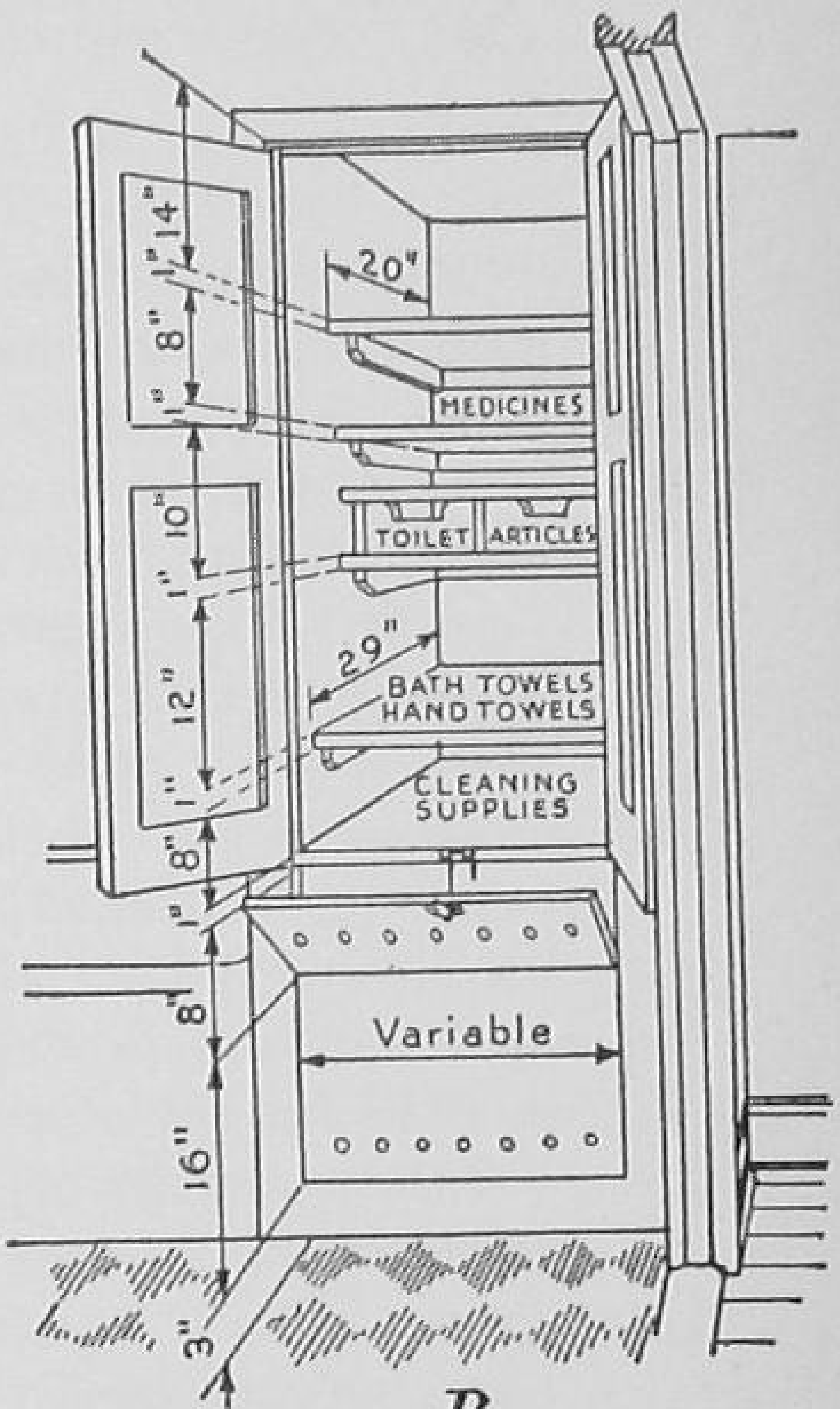

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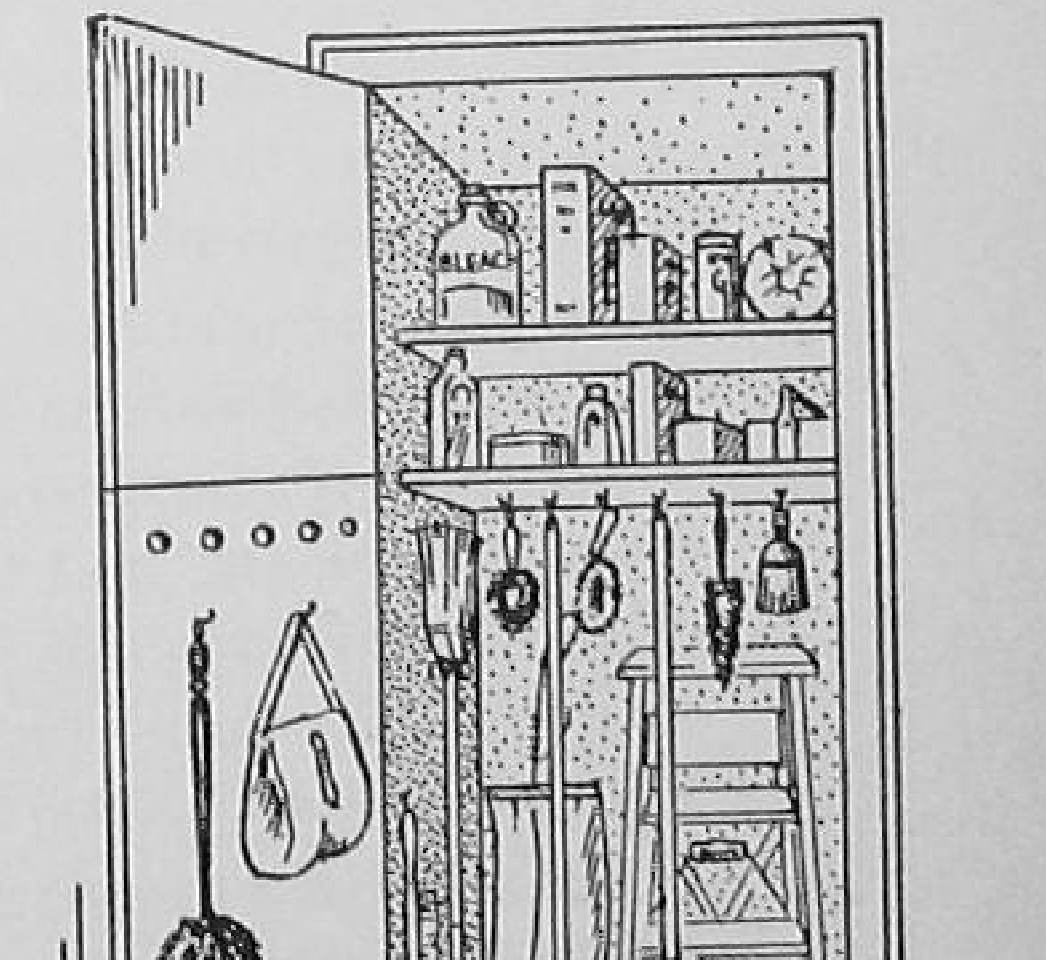


C

FIG. 49

A. A well-arranged closet for linen and bedding is a great convenience. It must be kept in perfect order, else much of its efficiency will be lost. B. This closet is large enough to hold hand towels, guest towels, bath towels, and wash cloths, in addition to medicines and toilet articles. C. Different housekeepers like different cleaning implements, but all want a roomy closet large enough to hold brooms, vacuum cleaners, dusters, and a step ladder.

Closets

Well-planned closets are an aid to good housekeeping, but they do not insure orderliness unless the people who use them are orderly. The house that has adequate and well-arranged storage space is more convenient to live in, but the use that you and other members of your family make of this storage space is even more important. Storage space that is well planned is, however, more likely to be used wisely than poorly planned or unplanned closet space.

Three of the closets most needed for good housekeeping are: (1) the linen closet, (2) the bathroom closet or cabinet, (3) the cleaning closet. You can certainly help with the use of these storage areas and perhaps with the rearrangement of the space to make it more useful. What constitutes the successful use of a closet?

The linen closet. This closet space is used for storing sheets, pillow cases, bedspreads, dresser scarfs, blankets, quilts, and other covers, pillows, and sometimes, if space permits, miscellaneous boxes and suitcases.

Shelves are convenient for all these articles. Figure 49 shows a suggested space arrangement. A good average size for this closet is two feet deep and three feet wide.

The articles used most frequently should be placed on the middle shelves where they can be easily reached. Those that are less frequently used should be put in the upper or lower spaces. Do you agree with the arrangement suggested by the U.S. Bureau of Home Economics as shown in Figure 49?

This arrangement is only a suggestion for the number of shelves. The arrangement, and the size of the closet itself varies with the needs of the family. It is a good idea to use adjustable shelves in a closet of this type so the arrangement of space can be changed to suit the family.

Bathroom storage space. A well-planned bathroom may have a small cabinet with a mirrored door above the lavatory. This is usually designated as a medicine cabinet. Supplies and toilet articles needed daily, such as toothpaste, shaving soap, cold cream, razors, and possibly combs, are kept on the lower shelves. The upper shelf may be reserved for medicine and first-aid supplies.

Other articles that it is a convenience to store in or near the bathroom are towels and wash cloths, bath mats, soap flakes,

cleaning powder, toilet paper, bath powder, and other miscellaneous supplies. A storage space for soiled towels is also a convenience. A closet arranged to provide space for these articles usually needed in the bathroom is shown in Figure 49 B. The lower section of this cabinet is for soiled clothing. Notice that the door is ventilated and has a double-hinged door for convenience in opening the closet to remove the contents.

The cleaning closet. A cleaning closet is a convenience that no household should be without. The back hall near the kitchen is the usual location for the cleaning closet. This closet should be big enough to store all the articles used in housecleaning, such as brooms, dust pan, dust mop, wet mop, bucket, brushes, carpet sweeper or vacuum sweeper, if you have one, and cleaning supplies. The tools in a cleaning closet should be so arranged that none has to be moved to get at another. Brooms may be hung or be placed upside down in a broom holder. Dust pan, brushes, and mops should be hung. Figure 49 C shows one good arrangement for a cleaning closet.

The door of a cleaning closet should provide ventilation. Cleaning equipment should be put away clean and dry. Dirty dustcloths and mops do not do a good job and are disagreeable to use. They should never be stored dirty, but should be first washed and dried.

If space permits, this closet may be used for storing a step ladder, useful in any household, and the extra leaves for the dining-room table.

If no closet is available for cleaning supplies and equipment, a movable metal cabinet in the hall may serve the purpose.

CLASS DISCUSSION AND ACTIVITIES

1. Make a schedule for the systematic care of your room (*a*) daily; (*b*) weekly; (*c*) occasionally.
2. List some of the housekeeping jobs in your home that you can do regularly, also occasionally.
3. Make a schedule of the housecleaning in your home. What cleaning jobs need to be done daily? Weekly? Occasionally? Who is responsible for each? How can you help to lighten the housekeeping (*a*) by avoiding making work for other people? (*b*) by taking the responsibility for certain jobs?

4. Clean and polish a piece of varnished furniture.
5. Clean a piece of painted furniture.
6. Make several dustless dusters for your home.
7. Prepare some furniture polish for your home. Be sure not to have any flame or spark in the room when mixing anything with linseed oil or turpentine. Both of these are inflammable.
8. Plan or arrange a cleaning closet for your home.
9. Plan or arrange a linen closet, or a bathroom closet for your home.
10. If your family is planning a new home, or to remodel a home, secure Farmers' Bulletin Number 1865, and help with the plans.
11. Clean the bathroom in your home.

Making Homes Safe

It never occurs to most people that they are not safe at home. We are all conscious of the fact that highways and streets are dangerous places, because much publicity is justly given to traffic accidents. But did you know that just as many fatal accidents (and four times as many painful injuries) occur in the home every year as on the highway?

Home which should be the safest place in the world is as unsafe as the highway and is more unsafe than industry with all its hazardous machinery. Something must be done to make homes safer. Accidents are a waste of both human beings and of money. Think of it. One out of every three fatal accidents is a mishap under the family roof. Fatal accidents occur in homes and yards in the United States more than one hundred times a day, and injuries requiring the doctor and a nurse much more often.

Medical and hospital bills for care of home accident victims in the United States in one year are estimated to have averaged almost $2,000,000 per day. How much better to avoid the needless pain and grief. This large sum of money could then be profitably spent in other ways. What a lot of things American families could do with $2,000,000 a day!

Accidents Can be Prevented

Accidents do not just happen. There is a cause for every accident. If an accident can happen you can be sure that sooner or later it will happen. The way to avoid accidents is to remedy the conditions so the accident cannot happen.

Your home need not be one of the unsafe homes, but it will be only as safe as you and your family make it. You can profit by the sad experience of others and learn how to prevent accidents in your home. Where, how, and why do accidents occur in homes? How can home accidents be stopped?

Falls head the list of the way people get hurt at home. As you might guess, stairways and steps are the cause of the largest number of falls. But every room in the house adds its toll.

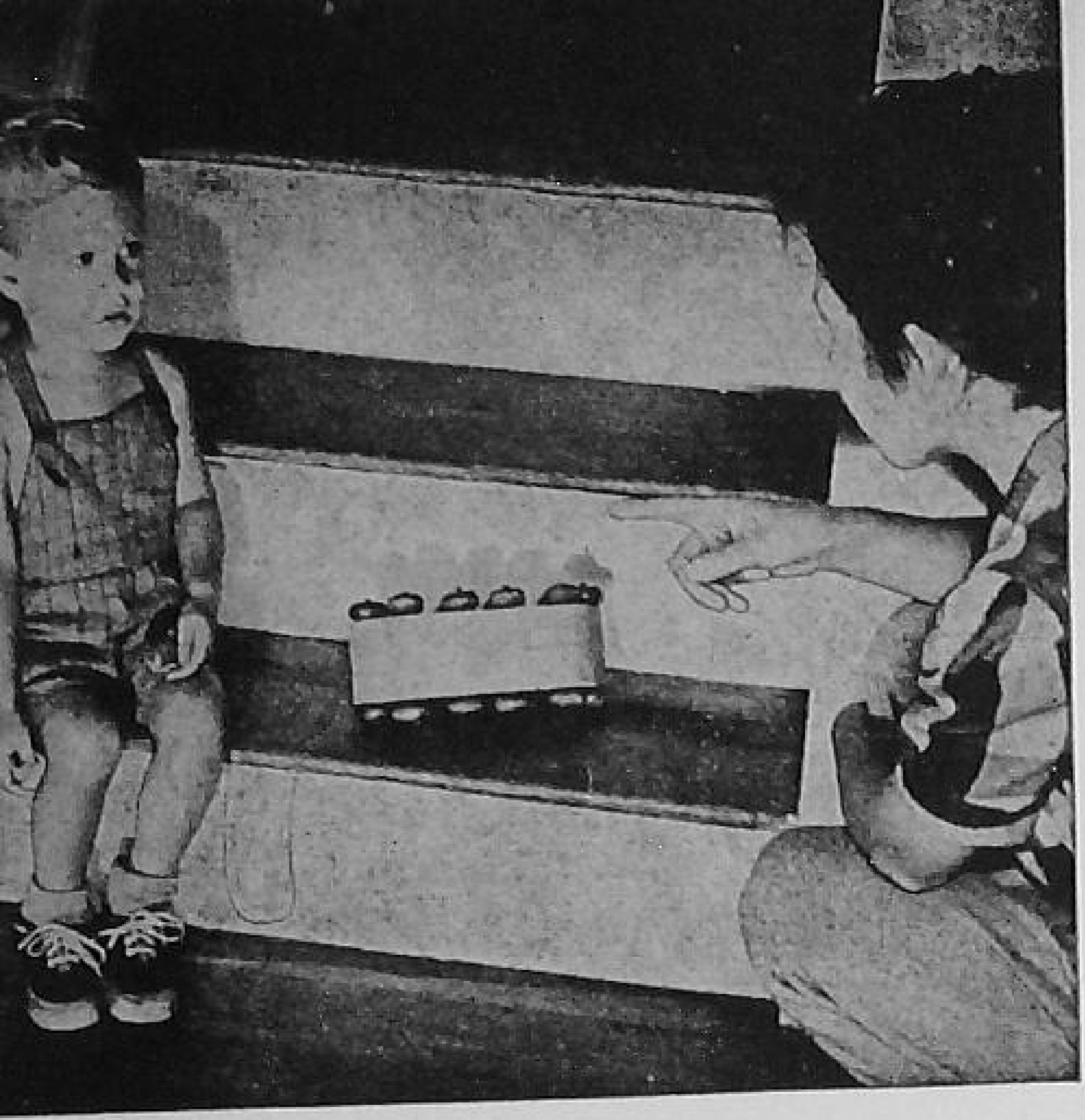


FIG. 50. TOYS SHOULD NOT BE LEFT ON STAIRCASES.

Some ways of preventing falls on stairways and steps are the following:

1. Wherever there are steps either outside or inside the house they should be well lighted. Poor lighting is a chief cause for accidents. Remedy — *light the way.*

2. A securely fastened, well-placed hand-rail is a protection against falls on stairs or steps.

3. Make sure that stair treads are in safe condition. Loose or broken boards, water or grease on the stairs, and ice or snow on the outside steps are all a sure invitation for someone to fall. How would you remove each of these causes for falls?

4. Worn or loose stair coverings are a real hazard. See that carpets are kept in repair and are securely fastened on stairs and on stair landings.

5. Waxed stair treads are an invitation to slip and fall. Never wax the treads of stairways.

6. Folding gates should be used to close stairways where there are young children. Also, at night such devices are a protection for others if there is someone who walks in his sleep, or if the stairway is so placed that it is dangerous for one who must pass it in the dark.

7. Keep the steps and the landings free of everything. Mops, brooms, toys, dust pans, or any other articles should never be placed on stairways. Often people thoughtlessly put articles on the stairs to remind them to take them upstairs on the next trip. This is a practice that may cause an accident.

8. When you go down- or upstairs, look where you are going, and do not hurry. If you fall in haste you may have to take plenty of leisure to repent while recovering from an accident. And there is the possibility that one may not recover fully, for many falls lead to permanent injury, and others are even fatal. An ounce of prevention in removing causes of accidents is worth a pound of cure.

Dangers in bedrooms. Hard as it is to believe, the bedroom is

the most dangerous place in the house. A bedroom does not look dangerous, but four out of ten fatal falls in the house occur in the bedroom.

The chief cause for falls in the bedroom is that people grope about a dark room only half awake and stumble over the furniture, run into doors standing ajar, slip on loose rugs, trip over shoes, children's toys, and other things left carelessly on the floor. See that you are not the one who leaves things where people will stumble over them, for stumbling may be the beginning of a disastrous fall for someone. Tidiness is a real aid to safety. You can surely help here.

Just as important as keeping things that can be stumbled over out of the way is to have light so you can see. Of course you want to sleep in the dark, but there should be a light switch near the bed so that the light can be turned on when you get up. Good lighting is one of the most important items in a home safety plan. A flashlight will serve the purpose when a switch is not available, if you make sure that the battery is good.

Accidents other than falls that frequently happen in bedrooms are getting hurt by broken glass, pins, needles, razor blades, scissors, sharp-edged toys. The remedy here is also to be tidy. Good housekeeping is to be recommended as a safety device as well as an aid to home beautification.

Beware of slippery floors. Skidding is as dangerous in the house as on the highway. Polished floors are beautiful but dangerous, especially if small rugs are used. Avoid making floors too slippery with wax. There are pads of rubber and other materials that can be placed under rugs to keep them from slipping. Some rugs, especially for bedrooms, are now made with a "non-skid" back of plastic materials. This is an excellent safety device.

The kitchen floor is often slippery from water, grease, or spilled food. Even a little water can make a linoleum floor slippery. Here again tidiness means safety. You may not be able to avoid spilling something on the floor, but you can keep it from being hazardous by cleaning it up immediately.

Bathroom accidents. Soap and water together double the hazard. That is why so many falls occur in the bathroom. Porcelain and tile surfaces are easy to slip on, especially when these surfaces are wet. Bathroom rugs, rubber mats in the bathtub, a hand rail, and a soap dish to keep the soap out of the water where it can

get under foot, are all safety devices. Tidiness and the habit of being careful pay in safety in the bathroom.

Electrocution is another bathroom hazard. Water is an excellent conductor of electricity. Sudden death is the penalty for carelessness when the electric wiring is faulty. Touching the light chain or switch with wet hands, or while touching the plumbing fixtures, or while your feet are wet, may make of your body a conductor of electricity — the result, electrocution. If you have ever received the slightest shock from electric connections in the bathroom do not take a chance — call a competent electrician to check on the installation.

Do not in any case have an electric heater in a bathroom in contact with water. A person was electrocuted because in stepping out of the bathtub one foot became entangled in the electric cord of a heater on the bathroom stool upsetting it so the heater fell in the tub of water in which the person had one foot. The penalty is heavy for carelessness or ignorance of everyday rules of safety in using electricity, especially in a bathroom or kitchen where water increases the hazard.

Poisons. Beware of getting the wrong bottle or box from the medicine cabinet. Read the label to make sure. In the daytime the poison label is a protection, but there should be some way to identify a bottle or box containing poison even in the dark. Can you think of a way? One suggestion is to put several rubber bands around every bottle or box containing a poison, and to have it understood by all the family that this is a device to denote poison by the sense of touch, but *never take medicine in the dark.*

All medicines, cleaning substances, and matches should be kept out of reach of children.

Be careful in the kitchen. Kitchens have a very high accident rate. Burns are second only to falls, and both occur in the kitchen. More than half the fatal burns occur in the kitchen. Small children are most frequently the victims of scalding from overturned pots or pans on the stove.

Stoves are not foolproof. No matter what the fuel, the stove requires intelligent use for safety. The coal or wood range is often the cause of destructive fires in farm homes. The stove and the flue pipe should be in sound, safe condition and so placed that no wood, curtains, or paper are close enough to them to catch fire if they become overheated. Special care should be taken with gas stoves

that have an open flame. The gas itself may leak and be a cause of explosion or of asphyxiation. Electricity, kerosene, gasoline also require extreme precautions.

Some safety habits for the kitchen: Do not attempt to use kitchen equipment new to you without instructions.

Be extremely tidy in the kitchen — keep the floor clean, place broken dishes in a box or wrap carefully in thick paper before putting in the rubbish container.

Do not leave a child alone in the kitchen. Keep pot handles turned out of reach of small children at all times.

Before leaving the kitchen, see that all electrical appliances are disconnected.

FIG. 51. A KITCHEN HAZARD

Avoid this danger by turning the handles on kettles so they do not protrude beyond the stove.

Be careful in using can openers, knives, forks, and all electrical devices. Make sure that electric extension cords are so placed that one cannot trip over them or catch on them.

Keep matches in a tin box and out of the reach of small children.

Fasten curtains so they cannot blow against the stove and catch fire.

Have a short, sturdy kitchen ladder — never use stools or boxes to reach the high shelves in the cabinets.

One can get hurt in the living room, too. Slippery floors, rugs that slide or wrinkle causing one to stumble, and playthings left on the floor are familiar hazards here as well as in the bedroom.

Open fireplaces are always a danger. A single spark can be the cause of burning up the house and even people in it. The remedy is very simple — guard the open fireplace with a screen that completely covers the opening.

The living room is a dangerous place to grope about in the dark. There is sure to be a piece of furniture to fall over. Conveniently

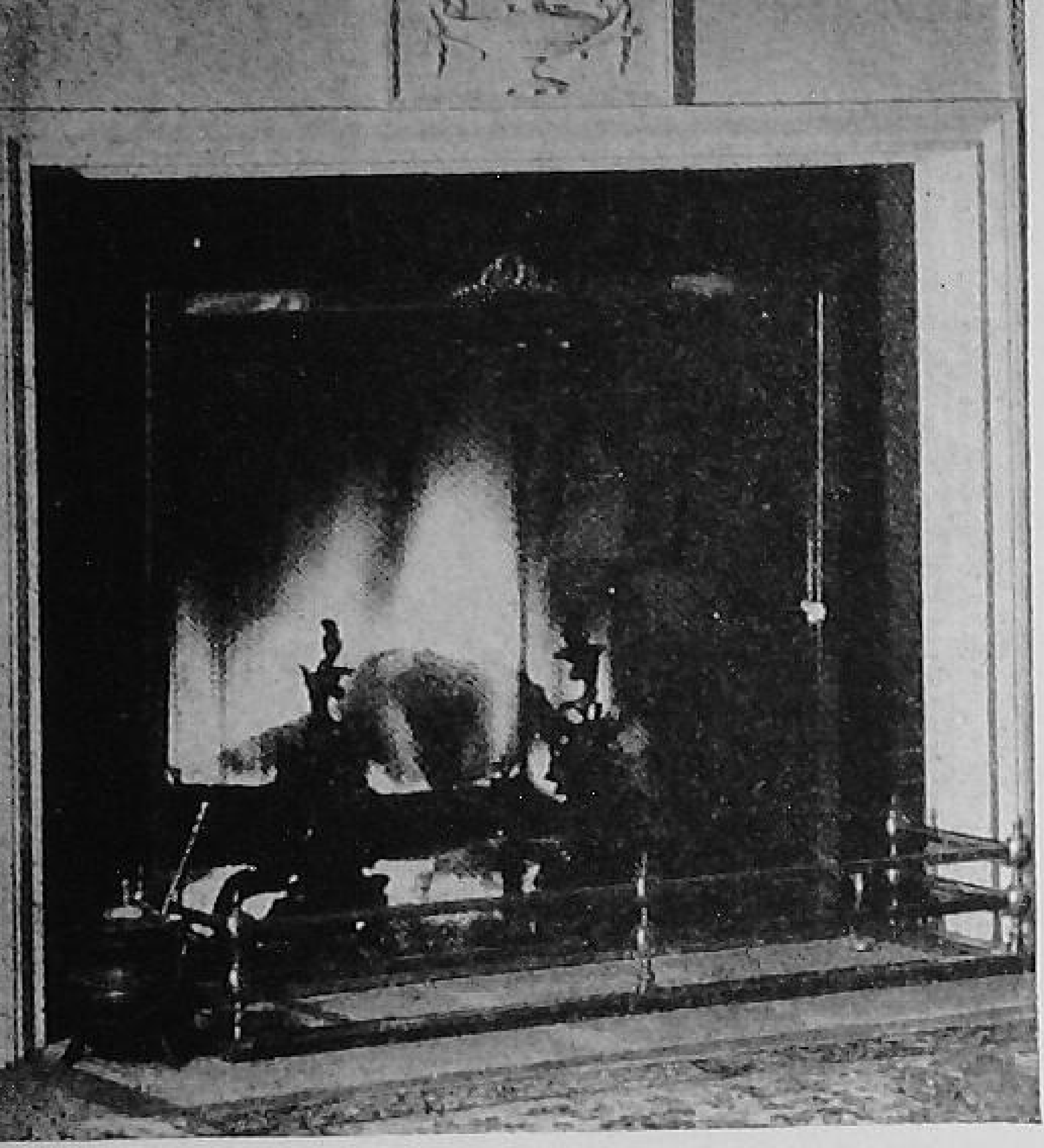


FIG. 52. A FIRE SCREEN IS A GOOD PROTECTION AGAINST FIRE.

placed light switches here and elsewhere in the house are a safety device.

Extension electric cords to floor lamps, radios, television sets, clocks, and other devices are a hazard if they are where one can trip on them, or if they are worn. Any defective wiring is a fire hazard, and also may cause a dangerous electric shock.

Other Household Hazards

The modern home may have many pieces of equipment operated by an electric motor. Some of these are washing machines, wringers, dryers, dishwashers, garbage disposal units, electric fans, air cooling or heating devices, vacuum cleaners. All of these pieces of equipment are useful, but they must be used intelligently to be entirely safe. Children should be taught that these machines are not "toys," but are dangerous to play with and should not be touched when in operation. Even grown-ups need to be cautious and to follow the instructions when using electrical equipment. No electrical equipment in use should be touched with wet hands or when one is standing in water.

Candles and kerosene lamps are often the cause of fire. A lighted lamp or candle on a table by an open window, a breeze, a curtain blown against the light — then suddenly a fire or even an explosion is a well-known series of events.

Suffocation is an accident on the preventable list, yet every year babies and small children are suffocated by sleeping with adults, by bed clothing, or pillows. The safest rule is for a small child to sleep in a separate bed and the bed clothing should be fastened to prevent accidents of this kind.

Cleaning fluids and gasoline are fire hazards. Piles of inflammable trash, and greasy or paint-soaked rags or mops in a poorly ventilated closet often start fires — again carelessness and untidiness are to blame. Never use kerosene or gasoline to build a fire.

Broken chairs and other furniture cause falls.

Buttons, pins, marbles, and similar small objects should be out of reach of small children; these have been responsible for tragic accidents.

Never run the engine of an automobile in a closed garage. Carbon monoxide poisoning from this source is a frequent and usually fatal result of ignoring this precaution.

The yard should be as tidy as the house. Many accidents happen here because someone carelessly left the rake where it could be stepped on, or some other equipment where it could cause an accident.

Ashes can play havoc. Metal ash cans and general tidiness are the precaution needed.

Christmas is often marred by accidents. The Christmas tree itself is often the hazard. Every year we read about houses burning down and children being hurt when Christmas trees catch fire. The United States Department of Agriculture has announced a cheap and effective way to make the Christmas tree fire resistant.

The method is to set the cut end of the tree trunk in water containing a fire-resisting chemical. The tree will drink up that liquid and carry it to every branch and even every needle.

Ammonium sulphate is about the best fire-resisting material. It is cheap and effective and for sale at any seed store and most hardware stores. Just make sure you use enough for the size of your tree and then give the tree three or four days to drink it up, because your efforts will amount to nothing unless the tree takes up the chemical solution. To know how much ammonium sulphate and water to use takes a little figuring.

The end of the trunk of the tree should be cut at an angle or in a V-shape so the tree can drink easily. Set the tree in the solution in a cool place to absorb the liquid three or four days. Don't bring the tree into a warm, dry room until at least *part* of the liquid has been taken up, because a tree does not absorb moisture as rapidly in warm, dry air.

If a tree has been cut too long it loses its power of absorbing and can't be made fire-resistant. If you do not follow these directions you cannot expect satisfactory results.

All home accidents are the result either of unsafe conditions or of unsafe practices. Every day you contribute either to the safety or to hazards in your home. Which shall it be?

CLASS DISCUSSION AND ACTIVITIES

1. Critically examine your home for possible causes of accidents. Remedy them yourself or interest your family in remedying them.

2. Critically examine your practices. What changes can you make in your practices or habits that would increase your own safety and that of your family?

3. Collect clippings of home accidents from the newspaper. How could each accident have been prevented?

4. Discuss hazards and safety devices or practices to remedy hazards in the school building, especially in the home economics laboratories.

5. Give illustrations of accidents caused by unsafe conditions. Discuss the remedy for each.

6. Give illustrations of accidents caused by unsafe practices. What is the remedy?

7. Did you know that fabrics can be made fire-resistant? Procure the bulletin on *Fireproofing Fabrics*, 1786 F, from the United States Department of Agriculture, Bureau of Human Nutrition and Home Economics, and try it out.

Money Management

THE IMPORTANCE OF LEARNING to manage money. Money is important in daily living. What we eat, where we go, how we dress, what health services we may have, where we live; in fact, what we can have and what we can do is determined in part by the money we have to spend, and in part by how wisely we spend it. Money can be managed but it will not manage itself. Wise management of the family pocketbook means a greater amount of happiness for all members of the family.

Most people plan to learn to earn money, but it is equally important to learn to manage money. Everyone should learn to manage the money for which he is responsible.

WHAT IS MONEY MANAGEMENT?

Managing money is different from merely spending money, but everyone old enough to spend money is old enough to learn something about managing money.

Acquiring this ability is like learning to read, or write, or sew, or skate, or to do anything else. You learn by doing, not by watching someone else or by listening while someone else tells how something is done, though both of these methods may help you learn if you have the opportunity to try the methods for yourself. When you spend money you should use this experience to learn first lessons in managing money.

Opportunity to Learn to Manage Money. The money you spend

FIG. 53. THIS FAMILY WORKS TOGETHER ON THE BUDGET

for school supplies, for lunches at school, for movies and other recreation, your allowance, if you have one, offers sufficient opportunity to learn some important principles in the management of money. If in addition you do shopping for your family, or help in choosing your clothing, your opportunity to learn is still greater.

Managing Versus Spending

What is the difference between managing money and merely spending money? The following experience illustrates the difference.

The Cole family set out on a vacation motor trip. They had been in such a hurry that no planning was done ahead of time, except that the total amount of money available was a fixed sum and the length of time of Mr. Cole's vacation was two weeks, and they had chosen a destination. They all started out in high spirits. Mr. Cole wanted everyone to have a good time including himself. The first two days of the trip everybody ordered what he wanted from the menu card when they stopped for meals. Every time they stopped Jean and Ted wanted money for something — a souvenir, candy, postcards, stamps, gum, cold drinks, a present to take back to someone, and countless other things that tempt the tourist.

At the end of two days Mr. Cole was worried because the money was disappearing too rapidly to last for the trip. His worry made him unhappy and out of sorts. The vacation wasn't so much fun as everyone had expected, for with Dad grouchy, nobody was having a very good time. Mr. Cole finally stated that either their vacation must be less than two weeks, or they must spend less money each day.

Mrs. Cole was a good manager, both of people and of money. When they stopped for the next night, after a day when everybody had been a little out of sorts, she suggested a family council to make plans for getting their money's worth in vacation fun. Together the family worked out a plan to manage their assets to better advantage. They estimated how much could be spent for sleeping quarters, for meals, for automobile expenses, for a reserve for unexpected expenses, such as motor trouble, and then each member of the party was allotted an amount to spend as he saw fit, but with the understanding that no more was to be available when his allowance was gone.

The plan worked, for, strange as it may seem, Jean and Ted's

tastes seemed to change. Now that each had his own money to manage, and the decision as to how it should be spent was up to him, the fun of looking more carefully and thinking it over before spending became quite important. They had lots more fun planning what to do with their money to get the most pleasure out of it, and the vacation trip was a success. Everybody came home with a few cents to spare, with purchases that were really wanted, and with a feeling of satisfaction in having managed his own allowance, and in having achieved the goal of a grand vacation trip.

The Game of Managing the Family Income

The management of the family income is comparable to a game of football. The family is the team. The wise use of the family's income to secure the maximum of good things for the team is the game. The score is the amount of satisfaction achieved on the income. Just as there are rules in football there are general rules for managing money. These rules must be followed by all who would play the game well. As a successful football team plans its plays and each team member contributes his share to the success of the play, so each member of the family must co-operate for the most satisfactory use of the family income. In other words, there must be teamwork on the part of the family.

Rules of the Game. The game of using money is enjoyed by all who play it well. *The first rule is to live within your income.* This is an old rule that does not vary through the years. It was stated by Mr. Micawber, the well-known Dickens character, in advice he gave to young David Copperfield, and the advice is just as good for you today: "Annual income twenty pounds (British money), annual expenditures nineteen pounds and six (pence) — result happiness. Annual income twenty pounds, annual expenditures twenty pounds and six (pence) result misery." And that's the whole thing in a nutshell. If you spend more than you have, you are miserable, but if you have more than you spend, you are happy. There are only three ways to live: (1) on your own income, (2) on the income of friends or relatives, (3) on the public income — charity.

What Is Income?

The income for most families that live in a city is cash income, but to farm families the milk, butter, eggs, chickens, meat, vegetables, and fruit which are raised on the farm and used by the fam-

FIG. 54. LEARNING TO BUDGET

ily are a very important part of the income. How well people live, however, is determined more by how they spend their income than by how large the income is. This fact is another reason for learning to manage your income.

MAKING A BUDGET

The second rule of successful family or personal finance is to make a plan for expenditures. Such a plan is called a *budget.* A workable family budget also demands teamwork of the whole family. The family should plan the budget together. To carry out the budget, they must repeatedly "go into a huddle" on the next play; the beginning of a new month, or the need for some important expenditure. By careful planning, a family can agree upon a budget that fits their needs; then they should adopt the slogan "we will not budge from the budget." Family budget conferences should be frequent — perhaps weekly or monthly.

A budget is a plan to help you get the most of what you want for the resources available. Some persons have the erroneous idea that a budget is to keep them from having what they want, but this is only true when they want what they cannot afford. What the

Coles really did was to stop unplanned spending and plan a budget. This plan or budget for their vacation expenditures insured a happy vacation. Without it they would have been cross and cashless when the vacation was only half over. Planning a budget and sticking to it brought the satisfaction of a happy vacation.

Budgets must be planned in accordance with incomes. A balanced budget is one in which income equals or exceeds expenditures. It was a balanced budget that Mr. Micawber recommended to David Copperfield.

One boy had a weekly allowance of fifty cents. He made a plan for spending as follows: "I shall spend ten cents for pencils and paper, ten cents for Sunday School, ten cents for my savings bank, ten cents for food for my pet rabbit, and ten cents for fun." He managed his allowance by making a budget before spending.

His budget provided for operating expenses (school supplies); for community expenditures (church); for savings (thrift); for food (for the rabbit); and for recreation (having fun). He planned his expenditures to take care of his needs — in other words, his budget fitted his income (his allowance) and his needs.

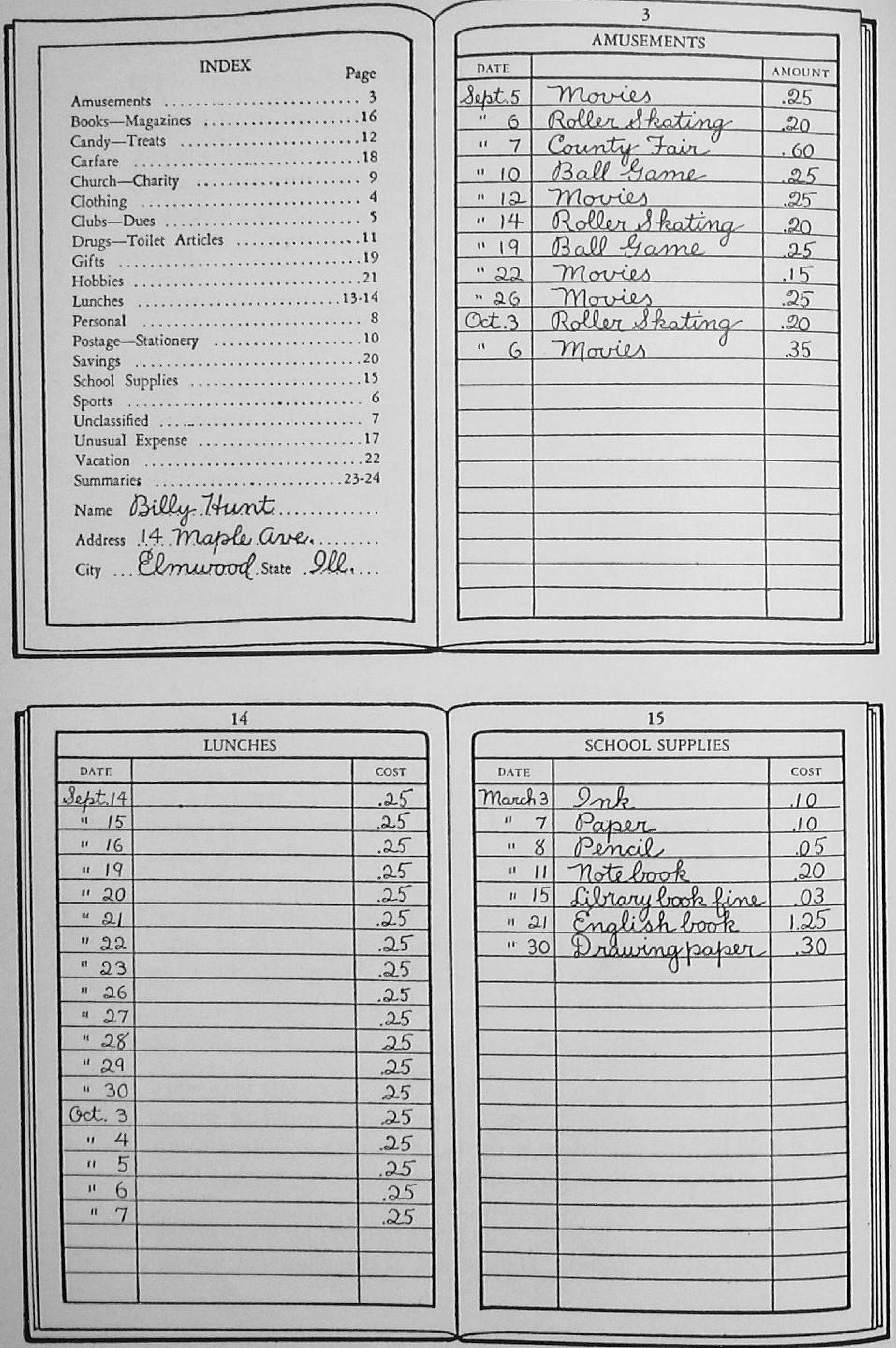
For Comfort Budgets Must Fit Your Needs

If a budget is to be comfortable it must fit one's needs and one's pocketbook. Ready-made budgets can seldom be used without change, but must be altered to fit the needs of the family or the individual. Families in unaltered, ready-made budgets that do not fit are just as uncomfortable as people in unaltered, ready-made clothes that are not the right size. Budgets should be made to measure and tailored to fit. A budget that fits is comfortable and useful. The question is "How does one get a perfect fit in budgets?" Keeping accounts of expenditures is the way to take the measurements for a fit in budgets.

Keeping Personal Accounts

One of the best ways to learn to keep family accounts is to start with personal accounts. Accounts to be useful should be simple and should be kept in relation to needs. Keeping accounts is a way of holding a mirror up to one's spending habits to see what they are like.

Billy had a weekly allowance which was to cover all his personal expenses except his clothes. The purpose of this allowance was to



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Name Billy Hunt

Address 14 Maple Ave.

City Elmwood State Ill.

3

AMUSEMENTS

DATE		AMOUNT
Sept. 5	Movies	.25
" 6	Roller Skating	.20
" 7	County Fair	.60
" 10	Ball Game	.25
" 12	Movies	.25
" 14	Roller Skating	.20
" 19	Ball Game	.25
" 22	Movies	.15
" 26	Movies	.25
Oct. 3	Roller Skating	.20
" 6	Movies	.35

14

LUNCHES

DATE		COST
Sept. 14		.25
" 15		.25
" 16		.25
" 19		.25
" 20		.25
" 21		.25
" 22		.25
" 23		.25
" 26		.25
" 27		.25
" 28		.25
" 29		.25
" 30		.25
Oct. 3		.25
" 4		.25
" 5		.25
" 6		.25
" 7		.25

15

SCHOOL SUPPLIES

DATE		COST
March 3	Ink	.10
" 7	Paper	.10
" 8	Pencil	.05
" 11	Notebook	.20
" 15	Library book fine	.03
" 21	English book	1.25
" 30	Drawing paper	.30

Fig. 55. PAGES FROM BILLY'S ACCOUNT BOOK

teach him how to manage money in terms of his wants and needs. Later his allowance would be increased to include his clothes, if he showed that he was a good manager of his money. Billy's parents believed that he could learn to manage money only by accepting the responsibilities involved in spending money. These responsibilities are: (1) planning expenditures in proportion to income; (2) living within one's income; and (3) making steady improvement in money management.

1. *Planning expenditures in proportion to income.* Billy began his plan by making a *budget* which was to provide for school supplies, lunch at school, bicycle expenses, club dues, photo supplies (his hobby), recreation expenses, savings, and church and welfare.

2. *Living within one's income.* To live within his income it was necessary for Billy to keep accounts. The family agreed that one condition on which the monthly allowance would be granted was that he keep an accurate account of expenditures for each day. It was further agreed that any later increase in Billy's allowance to include his clothes would be based on the accuracy of his accounts, and the steady improvement he showed in managing his money.

To determine how much his allowance should be increased to include his clothes he would need to know what his clothing expenditures were over a long period of time, such as a season, or better yet, a year. He therefore kept an itemized account of all clothing purchased for him from which he could estimate his needs.

Billy's system of accounts was simple. First, he bought a small book that was convenient to carry in his pocket. He chose one that had three columns, the middle of these having much the larger space. He needed three columns to record: (1) the date, (2) for what the expenditure was made, (3) the amount.

Since the purpose of keeping accounts is to be able to check expenditures against a plan for spending it is wise to group expenditures according to one's plan or budget. One page in Billy's account book was, therefore, labeled for each item he had planned for in his budget as follows:

School Supplies: Lunches; Bicycle; Club Dues; Photo Supplies; Amusements; Savings; Church and Welfare. Another page kept the record of his clothing expenses including care of clothing.

Billy's account book page 144 shows his expenditures for one month for school supplies, lunches, and amusements.

Your budget. Do you know what your expenses are? Why not

start keeping accounts of all expenditures that are made either by you, or for you. You will then have the measurements for a budget. Your family will, no doubt, let you have this money in an allowance when you have kept careful accounts and shown that you can be business-like in keeping accounts and in planning a budget.

Your steady improvement. Budgets are a means to an end. The reason for planning personal or family expenditures is to get the most satisfaction out of the funds available. Some persons are never satisfied with their expenditures, but are always wishing they had their money back. In order to get the most satisfaction, individuals and families must profit by their experiences. They must examine their accounts, compare income and expenditures with the plan for spending, and revise the budget and their spending practices in the light of their experience, and in terms of what they need and want.

Household Budgets

If your family does not live on a budget, perhaps you can tell them of the advantages of a budget in helping to get more satisfaction from the family income. A budget wisely made and carried out will make possible other things than a happy vacation.

The first step in making a budget is an exact knowledge of income and expenditures. Accurate household accounts are necessary both for making a budget and for living on a budget. How are household accounts kept?

Keeping Household Accounts. Household accounts are more complex than personal accounts because there are more types of expenditures to record. The most important item is income. Why? Some of the other divisions of a household account book would record expenditures for food, clothing (for each member of the family), housing, operating expenses (such as cleaning supplies, laundry); equipment; savings and investments; insurance; recreation and vacations; church, club and civic organizations; gifts; and individual allowances. There may be other items according to the types of expenditures of each individual family.

The record of household expenditures, like personal accounts, would provide space for (1) date, (2) expenditure, (3) amount. Since many families receive their income monthly, accounts are usually summarized and balanced once a month, or more often if desired.

Balancing the account means checking expenditures and comparing the amount spent with the amount budgeted. If less is spent than budgeted the difference can be made available for something else. If more has been spent than was available the budget must be revised and some other planned expenditure omitted.

How Families Get Ahead Financially. What might be called the forward pass in the game of managing the family income, because it puts the family ahead in the game, is that amount of money which is saved for something other than current expenses — that amount under income which Mr. Micawber said meant happiness. *So an important rule of the game of money management is to save regularly some of the income.* Insurance, savings accounts, and investments, such as savings bonds, are forms of saving practiced by thrifty families.

It is easier to save if one has a definite goal. Some illustrations of thrift practiced for achieving definite goals are worth noting.

One father for whom even a very limited education had been a hard financial struggle determined that his son should have the chance that he himself had missed to get a good education. He planned to have a sum of money available for this purpose when Junior graduated from high school. Finding that he could get an insurance policy especially designed for just this situation, he began small regular savings in this way when Junior was one year old. The policy will provide $1000.00 per year for four years following Junior's graduation from high school. What a chance this boy will have to make good!

Another family saved enough to buy a lot and is now financing the purchase of a house by paying $47.50 per month for the house under the Federal Home Loan Plan. This amount is little more than the rent they formerly paid. The monthly payments include taxes, insurance, and the purchase price of the house. The house is much better suited to their needs than the one they formerly rented and they are all proud of their new home.

When Billy entered junior high school he wanted a room of his own. His family had made regular deposits in a savings account. With part of these savings they altered the house to provide the room for Billy. You can guess how happy Billy was, and the best part is that this happiness is lasting, for he will enjoy the room for years. In fact, it is a source of pride and joy to the whole family and provides Billy with a place of his own where he can study, and entertain his friends. (See Figure 56.)

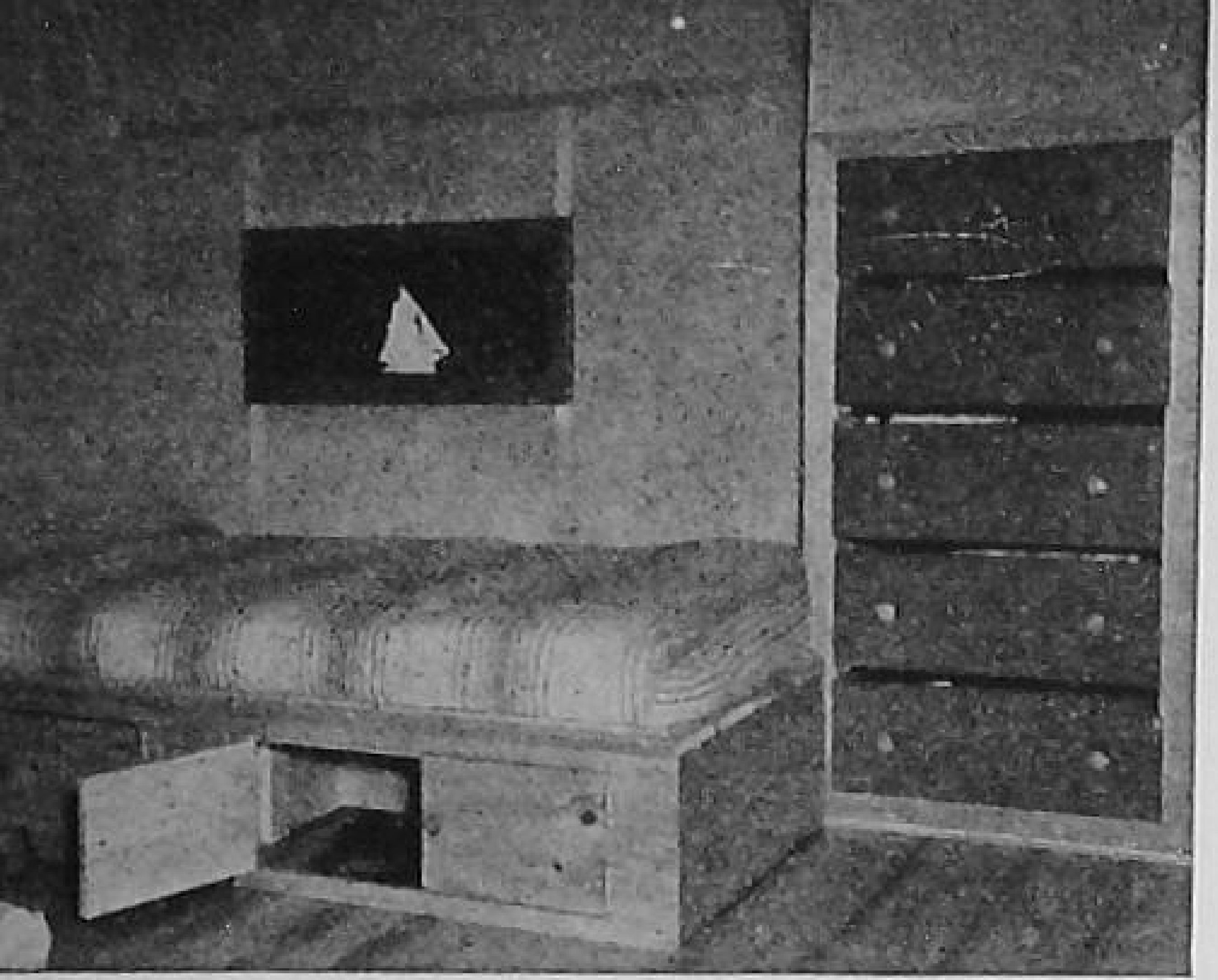


FIG. 56. BILLY'S ROOM

Families that have an automobile should plan for the time when they need to replace it with a new one. An old car bearing the legend painted on the rear "one more payment and she is ours" told the sad story of the unsatisfactory way many people buy things on the installment plan and never are free from debts. How much better it is to save money regularly through such savings bank plans as the Christmas and Vacation Clubs so that the coveted bicycle, automobile, radio, furnace, washing machine, refrigerator, furniture, vacation trip, college education, a home, or something else may be purchased to greater advantage and enjoyed much more.

There are two sides to the picture. Let us look at the other side.

How Do Families Get Behind Financially? The lack of a plan for the management of family income is the first step in getting behind financially. Newspapers, shop windows, friendly voices over the radio, and even our friends keep us wanting something which often we cannot afford. These things may be desirable in themselves, and it would be an advantage to have them if we had the money to spend for them. The best way to break a bad habit is to substitute a good habit. The bad habit of spending money one does not have can be broken by substituting the good habit of planning expenditures to keep within one's income — that is, by living on a budget. A second step in failure, equally dangerous, however, is to make a budget and then budge from it.

Spending in Haste and Repenting at Leisure

Families that do not plan their expenditures either do without some of the things they want and could have by good management of their resources, or they lose part of the satisfaction of ownership by having to pay for things long after the new has worn off. Sometimes this is called "paying for a dead horse." You can imagine how much you would dislike that. A small amount down is an easy start, but the rest in payments that seem to go on for an endless time is often a most uncomfortable finish. Installment buying is useful where the thing bought is an investment, as in buying a

home. But the plan of paying a dollar down and a dollar a week, or a month, for unessentials or things that will soon wear out is a bad practice. If installment buying is a way to spend what you do not have, it is simply a way of getting into debt. Spending in haste and repenting at leisure is a sure way to get behind financially. Debts are a great burden for a family and lead to worry and unhappiness.

The story of the Hart family will serve as an example:

Mr. Hart was harassed by the need for money to buy things for his family. John wanted a bicycle. He even persuaded his father he needed one to ride to school. Mary needed a new coat. The roof needed repairing. The family had charge accounts at the stores and on the first of the month they usually were able to pay only a part of each bill. They excused the unplanned expenditures by the fact that the children had to be ready for school and this expenditure wouldn't come again soon, but Mr. Hart knew that the next month would bring the annual fuel bill, and then there would be Christmas, and after that taxes! Everybody was unhappy and the family did not enjoy the expenditures they made because they were running into debt. Theirs was the unhappy story of debt, of money borrowed on the house, or the life insurance, and constant family worry and unhappiness. The Harts had no family financial plan.

You would classify the Harts as a losing team in the game of family income management. What they need is some good coaching and team spirit. No losing team enjoys the game, but no family needs to be a losing team; they can win in this game and every member of the family can help to win. And last but not least, the game is interesting as well as profitable for those who play it well.

CLASS DISCUSSION AND ACTIVITIES

1. How much do you spend in a month? If you do not know, keep accounts of all your personal expenditures for a month and those that are spent for you. It may surprise you to learn not only how much you spend but especially what is spent for you.

2. Classify your expenditures under such headings as Food, Clothing, Recreation, School Supplies, Carfare, Savings, etc.

Study these expenditures to see if you can find ways in which you can improve your money management.

3. Find out how much your family spends for food in one week or one month by keeping a careful account of all purchases. Check the monthly bill by your accounts.

4. Banks are very convenient institutions for handling money.

a. Find out how to make a deposit of money in a bank.

b. If you have received a check, how can you get it cashed?

c. How would you write a check to get money from a bank account?

5. At your bank or post office, find out all you can about savings stamps and how they may be converted to savings bonds.

6. As Christmas approaches, one usually needs money for gifts. Ask about the Christmas Savings Club at a bank.

7. What are the classifications under which the major expenditures of your family can be listed?

8. If you live on a farm, keep accounts of the produce raised on the farm and used by the family which can be counted as income. Estimate the value of this in terms of what it would cost to buy it at local retail prices.

9. The expenditures of the Home Economics Department in your school offer a splendid opportunity to learn to keep accounts and to plan and operate upon a budget. Try this plan in your school.

Getting Your Money's Worth

YOU WOULDN'T BUY a gross of green spectacles, would you? But one boy did. If you have read the *Vicar of Wakefield* you will remember that Moses, the vicar's son, went to town to sell the colt for the family. He was expected to spend the money he received for a horse needed for the family carriage, but instead he bought some green spectacles which he didn't need and thereby furnished the classic illustration of the old adage that a "fool and his money are soon parted." But the important thing in this story for you is to figure out *why* he bought green spectacles. If you can understand why he parted with his money so foolishly, you will discover one of the first principles of wise spending of money. To get the most satisfaction from your money, spend it for something you really want and need rather than for something that someone tempts you to buy because he wants to sell it.

All of us have bought "white elephants," which is a way of saying we bought things in haste and repented at leisure. Have you ever wished you had a nickel back after you had spent it? If you know how to get your money's worth when you spend money, you will enjoy the expenditure after it is made and not just while you are making the purchase. *The satisfied consumer is one who thinks and plans before he buys.*

AND SO YOU ARE A CONSUMER

What is a consumer? This is a term that is used to mean all the people who are buying any sort of merchandise, such as coal, clothes, food, houses, furniture, play equipment, school supplies; or services, such as laundry, electricity, transportation, amusements, and health services. All of us are consumers. It is the spending of the consumer's dollar that keeps factories going. No factory would continue to manufacture any article that consumers did not buy. As consumers, we serve a very useful purpose when we spend money, for it is spending that makes the factory wheels turn, giving jobs to people.

Everyone should study how to *spend* money wisely. This is not

a chapter on how to keep from spending money. Much of the fun of living is connected with the spending of money. Genuine joy in spending money comes when one has gotten his money's worth both in goods and in satisfaction; that is, when you do not want your nickels back because you prefer the thing you purchased.

For most people there are many more tempting ways to spend money than there is money to spend. Many articles are excellent in themselves and may be fairly priced, but whether an article is a good buy for you depends on your need for this particular thing in comparison with your need for various other things. Wise buying means wise choosing between many needs and wants. The merchant's goal should be good salesmanship. The consumer's goal should be good buymanship.

How Does One Learn Good Buymanship?

Price and Value. What is the relationship between price and value? Have you ever thought about this? Is it the price you pay that determines the value? What determines whether you get your money's worth or not?

One general principle of good buying is to know not only the price but the real values or quality of any article purchased.

When you buy tablets, pencils, ink, or any school supplies, you can more nearly get your money's worth by comparing similar articles. Do all tablets of the same price have the same amount of paper, or the same quality of paper? When you use the ink, or pencils, or paper, do you note the quality? By studying the commodities you buy, and by comparing prices, you can learn to be a discriminating consumer.

Another general principle in good buymanship is to learn from experience by evaluating your purchases.

A wise buyer knows how to choose higher quality merchandise for equal or lower prices.

Getting Your Money's Worth in the School Cafeteria

Nickels that you spend for your school lunch buy very different amounts of the substances your body needs. The price of food is no indication of its food value. The price charged for food in a school cafeteria or elsewhere is based on the cost of articles of food

per dozen, per pound, per quart, or per gallon. One serving of each of many foods may be priced at five cents, but their value to you is not measured in money or by weight or other usual measure, but by how much energy and body-building material, such as protein, fats, carbohydrates, minerals, and vitamins, you are getting in the lunch you buy.

To see how this principle actually works out in practice, let us choose a school cafeteria menu and compare what two boys get for their money:

FIG. 57. LEARN TO CHOOSE WISELY AS WELL AS QUICKLY TO GET YOUR MONEY'S WORTH AT THE SCHOOL CAFETERIA.

John, an athlete, has been advised by the coach to choose a plate lunch. His tray contained:

Plate Lunch, 27¢
Meat loaf
Mashed potatoes
Orange cup
Whole wheat bread
Butter
Glass of milk

Julian, who has not learned to like everything, selected what he liked best on the menu:

Macaroni and cheese	.10
Baked potato	.07
Butter	.02
Brown Betty	.10
Total	.29

This pair of school lunches was submitted to nutrition experts with the request that an estimate be made of the actual food value of each lunch. The measurement was made in terms of the definite amounts of the most important food nutrients purchased for each five cents spent.

John and Julian spent approximately the same amount. The nutrition experts reported that they bought approximately the same amount of Vitamin A, and of energy units or calories. John, however, made the best buy because he secured approximately twice as much protein, phosphorus, and iron; nearly three times as much calcium and Vitamin G; nearly five times as much Vitamin B; and eight times as much Vitamin C. He really got the bargain, didn't he?

Family Marketing

One of the most important household jobs is the marketing. Although the full responsibility for the big Saturday marketing job is probably not yours, you no doubt frequently help with it. Boys and girls also do much of the daily family marketing as they go back and forth to school. The more you learn about marketing, the better you can help with this important job. The amount of money available for clothes you want, or for spending money, often depends upon how wisely the family marketing is done.

Planning Is the First Step in Marketing. Plans for Saturday marketing often start on Friday with the planning of the menus for the meals for Saturday, Sunday, and for Monday morning. The next step is making a list of needed foods, cleaning supplies, and other articles. This involves checking supplies on hand and estimating the kinds and amounts of supplies needed. A good manager must also study the market advertisements. Have you ever noticed how many food stores advertise in the Friday papers? The wise manager looks over these advertisements after she has made up her list of needed foods in order to take advantage of the best prices. Reading these "ads," however, without first planning what one needs is not the best plan for it may lead to unnecessary purchases.

Fig. 58. MARKETING IN PERSON

Marketing in Person

After planning carefully what to buy, the wise manager goes to market to see what is available, to compare prices, and to select food of the best quality. There are criteria or standards of quality for every food. Learning how to judge the quality of foods comes with experience, but you can learn this little by little as you shop for your family. Marketing experience is really the best teacher in learning to judge the quality of foods.

Vegetables, for example, are best

in quality when tender, fresh, and crisp. Fruits are best when just ripe. Fresh eggs have chalky shells. Young poultry has little fat, a pliable breast bone, and perhaps pin feathers. Good values in oranges, grapefruit, cabbage, and potatoes are those that are heavy for their size. These are only a few of the points on quality of foods that you will learn by marketing in person.

How Much Shall You Buy? One of the most puzzling problems for the beginner is to know how much to buy. It never seems to disturb an experienced shopper, like your mother, to have beans, for example, offered for sale by the pound at one place and by the quart at another. She seems to be able to interpret these measures in terms of numbers of servings wanted. Frequently an inexperienced shopper instead of asking for a quart or a pound says she wants enough to serve four people, or perhaps a dime's worth. The accompanying table is a good buying guide which shows how many servings are in some common measures of food.

APPROXIMATE NUMBER OF SERVINGS IN COMMON MEASURES

Food	*Servings*	*Food*	*Servings*
Apples, fresh (lb.)	3	Ham (uncooked lb.)	6
Apricots, dried (lb.)	16	Ham (cooked lb.)	8 to 10
Asparagus (No. 2 can)	25 stalks	Ice cream (qt.)	7 to 8
Beef, round steak (lb.)	4 to 5	Lamb (lb.)	4 to 5
sirloin (lb.)	2	Lettuce (head)	4
porterhouse (lb.)	2	Lima beans, fresh shelled	
ground meat (lb.)	3 to 4	(lb. or qt.)	5
Beets (lb.)	4 to 5	Liver (lb.)	4 to 5
Bread (one lb. loaf)	15 slices	Onions (lb.)	3
Cabbage, raw (lb.)	10 to 12	Oysters (pt.)	4
cooked (lb. raw)	5 to 6	Peaches (lb.)	3 to 4
Carrots (lb.)	3	Peanuts (lb.)	25 (10 each)
Cauliflower (lb.)	4	Pears (lb.)	3
Cheese, American (lb.)	20 1″ cubes	Peas, green in shell (lb.)	2 to 3
Cheese, cottage (lb.)	8	Pork (lb.)	3
Chicken		Potatoes, white (lb.)	3
1 small broiler	2	Potatoes, sweet (lb.)	3
1 large broiler	4	Prunes, (lb.)	10 to 12
fryer (1)	4	Raspberries (qt.)	6 to 8
roasted (lb.)	1	Spinach (lb.)	3
Corn (canned, cup)	3	Strawberries (qt.)	5 to 6
Cream, thin (pt.)	15 to 18	Tomatoes, whole (lb.)	3
Fish (lb.)	3	sliced (lb.)	3 to 6
Grapes (lb.)	4	Turnips (lb.)	3
Greens (lb.)	2 to 3	Veal (lb.)	3 to 4

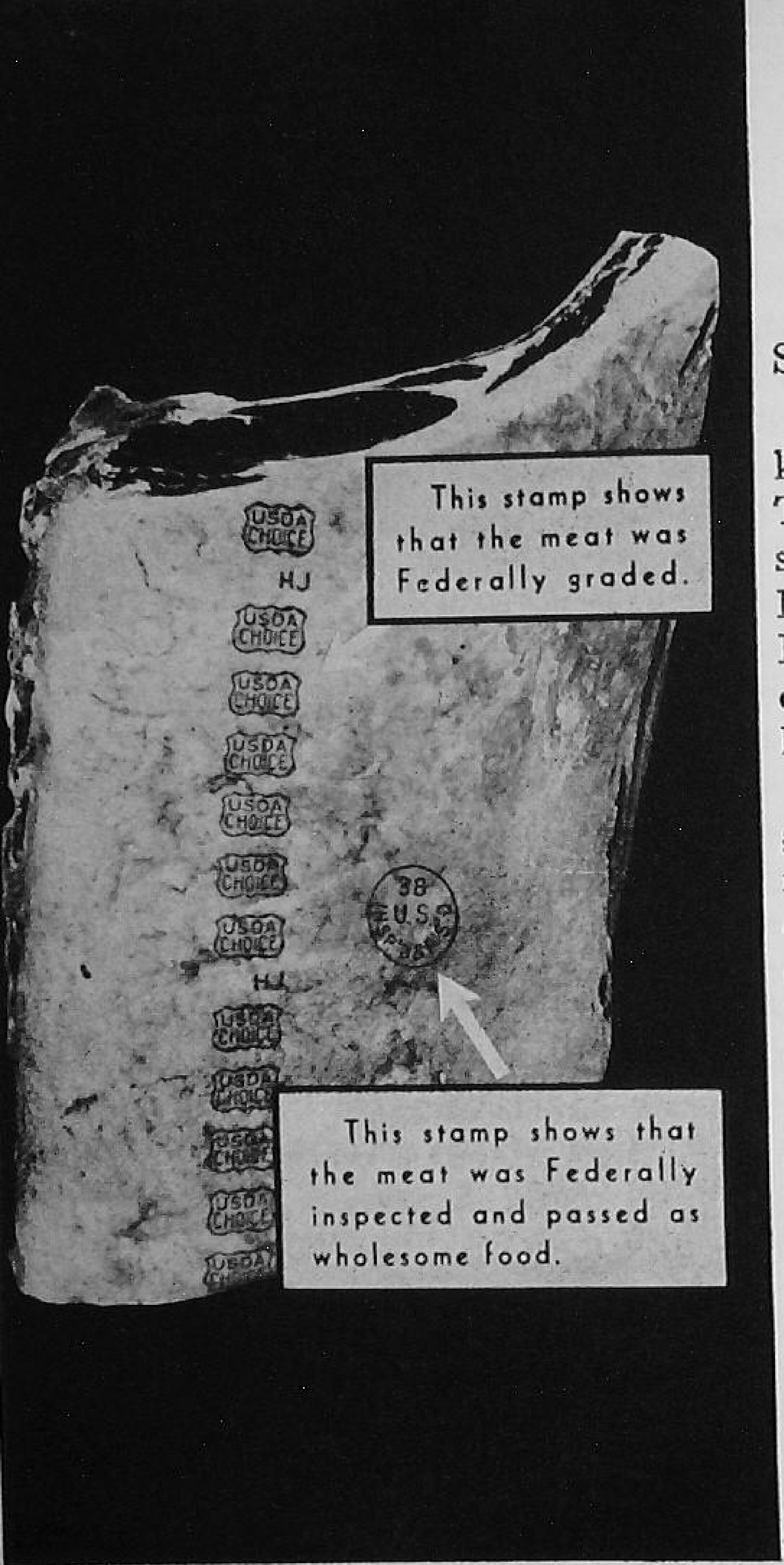


FIG. 59. **BUY MEAT BY GRADES AND STANDARDS.**

LABELS, GRADES, AND STANDARDS AS BUYING GUIDES

Read the labels. How may we know the commodities we buy? This is a real problem for consumers. We all depend upon labels for some information. For example, we buy most of our clothing by size, and the label tells us the size.

Food labels, on goods that go into interstate commerce, must give reliable information on composition, quality, and quantity. Some labels are less helpful than others, but no matter how good the label may be, it cannot help unless you read it and use the information intelligently.

Quality Grade Labeling. Some wise merchants and manufacturers are attempting to inform the consumer of the quality of merchandise by labeling the goods by grades A, B, and C. Canned foods and meats are the chief articles that are now available with grade labels. Each grade is based on a definite standard. Grade A means a fancy or luxury grade. Grade B means a choice grade, and Grade C means a standard grade. Grade labeling of canned food is obligatory in Canada, but is not required in the United States. When canned goods are not grade labeled the consumer cannot buy intelligently; buying then becomes a guessing contest.

Graded tomatoes, corn, beans, and some other more commonly used canned foods, are available in some stores. The consumer can increase the amount of grade labeled goods on the market by

purchasing only by grade labels and where graded goods are available.

The United States Government has established grades for meat. Not all meat on sale in markets is government graded, however, but this service is available to all merchants. How soon it is made universally available depends largely on how soon consumers, in general, want it. Government graded meat is so stamped on the surface. At the market, ask to see this mark of government grading. The stamp *Government Inspected* means the meat is wholesome or sanitary, but it has no reference to grade or quality. Grades for merchandise are a help only when the consumer informs himself of the significance of the grades and buys accordingly.

The Merchant's Obligation to the Consumer

Intelligent consumers are entitled to the following help in exercising their important economic function of buying:

1. Truthful and informative advertising
2. Government protection of consumers from the sale of harmful substances, adulterations, sub-standards, and shortages in weights and measures
3. Grade labeling based on standards set by impartial experts
4. Fair competitive prices, but not artificially controlled prices
5. Honest weights and measures

The Consumer's Obligation to the Merchant

The consumer has obligations to the merchants from whom he buys. Often the consumer is at fault when an unwise purchase is made. They also have some bad habits that they should correct.

1. Consumers should make use of the informative labeling, and grades and standards that are available.
2. Consumers should not buy more than they can pay for.
3. Consumers can lower the price of merchandise by planning and buying what they want and thus reducing the expensive practice of returning merchandise.
4. Consumers increase the cost of merchandise by demanding such service as unnecessary deliveries, charge accounts, and fashionable shopping centers.
5. Consumers should know what they want and should be judges of the quality of goods purchased.
6. Consumers should be courteous to sales people, and should be careful in handling merchandise when they are shopping.

CLASS DISCUSSION AND ACTIVITIES

1. (*a*) Think of several purchases that you have made that you would describe as "good buys." How do they illustrate good buymanship?

(*b*) Describe a purchase that you have made that you think is a poor buy. Why was it a poor buy?

2. Collect some labels from canned goods that do and some that do not come under the federal food laws. Compare the information that is given from each label. What are your conclusions?

3. Find out what protection is afforded you by regulations of the milk supply in your locality.

4. Make a list of groceries that would be a typical week-end market list for your family. Examine the food advertisements in the Friday or Saturday paper. Discuss the extent to which a study of these advertisements would be helpful in planning the purchasing of these supplies. Discuss the advantages and disadvantages of marketing in person and of telephoning for the groceries.

5. If you are buying by weight, how much of the following foods would you purchase to serve six persons? New potatoes, lima beans, fresh tomatoes, ground steak, fish, spinach, bacon, dried apricots.

6. Canned goods are available in various sizes of cans. The most usual sizes for family use are numbers 1, 2, 2½, and 3. Acquaint yourself with these sizes and find out how much each can usually holds in weight and in volume (cups).

7. *Read the Label:* It pays to read the label. Not only will the grade or quality be stated on the label but the only way you can know how much you are getting for your money is to read the label and figure the cost. The type of labels that help you to make the right selection for your needs is illustrated in the following example:

One store had three cans of tomatoes on the shelf. An examination of the labels gave the following information:

Tomatoes — Grade A — 16 oz.	27 cents
Tomatoes — Standard — 19 oz.	30 cents
Tomatoes — Standard — 26 oz.	26 cents

The tomatoes were wanted for making tomato sauce for a meat loaf. Which was the best buy and why?

Food Makes a Difference

ACCORDING TO THE COMIC STRIPS, Popeye the Sailorman can perform wonderful feats when he has had his spinach. But all joking aside, what is the connection between food and strength? The army and navy pay much attention to scientific feeding because the right kind of food has a direct influence on the health, the strength, and even on the spirit or morale of soldiers, sailors, and aviators. To growing boys and girls, food is of even greater importance because the job of growing up means an additional urgent need for foods that contain body-building materials for larger bones, muscles, blood vessels, teeth, and every organ of the body. You will have only one chance to grow up. You can make the best use of this opportunity only by supplying your body with the right kind of food to make you *grow* (building foods) and *go* (energy foods) and to keep you growing and going (regulatory foods).

FIG. 60. THESE YOUNG PEOPLE HAVE ADEQUATE DIETS.

Right Food Necessary for Life

Food is a constant need not only of people, but also of plants and animals. Anyone who has had pets knows the importance of feeding them the right kind of food; a bone and dog biscuit for the pup; bird seed for the canary; and a thin white wafer especially compounded for the goldfish. While each of these foods may meet the needs of the animal for which it is prepared, if these foods are exchanged the animals will not fare so well, because they will not be supplied with the needed food materials.

An Adequate or Balanced Diet. Every growing thing, both plant and animal, has specific food needs. Throughout the world scientists have studied the food needs of plants, of animals, and of people. We must learn from these scientists the food needs of the human body and how to supply these needs. In the food we eat daily, we may lay the basis for health and happiness, or for sickness and misery. Which shall it be? The right food can make this difference. For the best growth and development of plants, of animals, or of people, *all* of the food needs of each must be met. When this is done the diet is adequate, or "balanced."

A Demonstration of an Adequate Diet for Plants

The food needs of plants are less complicated than our own, but the first lesson on the full meaning of an adequate food supply can be made clear by studying scientific experiments in determining the food needs of plants.

The soil is the source of food for plants. The familiar use of fertilizer on lawns, flower beds, and for farm crops, is an effort to supply some needed plant foods which the soil may lack. The food needs of plants most commonly lacking in the soil are phosphorus, calcium (lime), and nitrogen. But there are many other elements that these plants need and must get from the soil or from plant food added to the soil if they are to grow well. Normal growth is therefore a sign of good nutrition.

Through scientific research specific food needs of a typical plant have been determined and recorded in the series of pictures shown in Figure 61. Note how the plant thrived when all of its food needs were met.

Signs of good nutrition in this plant are its height, luxuriant growth, full green foliage, and beautiful blooms. Careful study of

FIG. 61. THE MEANING OF AN ADEQUATE DIET FOR PLANTS

the series of pictures and the explanations of each shows that when one food need was denied the plant failed to flourish in varying degrees even though all the other food needs were met. Notice that when only one important food was not available the plant was a miserable physical failure.

A lack of some of the eleven elements seems to be more disastrous to these plants than others, but a lack of any one affected the plant unfavorably. These pictures give the story of the relationship between an adequate diet and growth — a truth for plants, for animals, and for you.

Such elements as phosphorus, calcium, and nitrogen are as important to you as to plants, and some of the other materials are even more important to you. The food needs of the human body are more complicated and are therefore not so easily met as the food needs of plants. In order to insure an adequate diet, it is advisable for you to have a knowledge of food values, to like many kinds of foods, and to establish the habit of eating a variety of foods prepared in different ways.

People, Like Plants, Require Good Food

People, as well as plants, need an abundance of food, water, fresh air, and sunshine. Because the human body is so much more complicated than plants, people have additional needs such as sleep, exercise, rest, cleanliness, clothes, houses, and the human needs for interesting work and play, and for family and friends. Of all the health needs of people, the one which it is most in their own power to supply is food. Every individual must do this for himself, for even though he may have the opportunity to eat the foods he needs, he may leave on the table or even on his plate, uneaten, foods containing nutrients necessary to abundant health. Some people fail to procure proper food because they do not have the money with which to buy it, or the land on which to grow it, but most of us fail because we do not know how to supply our food needs, or because we have not learned to like and to eat the right food.

Signs of Good Nutrition. Everyone is justified in seeking good looks. Good looks and good health are related. A normal individual when well-nourished is alert, has glossy hair, and clear eyes that sparkle. Further evidences of good nutrition in a normal body are straight legs, an erect posture, and a well-proportioned body. Are there any improvements in these respects that you should strive to make in yourself?

Sound teeth are still another reward of eating the right food and there is evidence to support the claim that good nutrition is reflected even in our dispositions.

Yes, *food makes a difference* to plants, to animals, and *to you.* It makes the greatest difference in years of rapid growth, and therefore applies especially to you. If you would do the best possible job of completing your growing up, you will learn what foods will help to keep you physically fit, and will acquire the habit of eating them.

The right food to eat every day. The right food builds and repairs your body; keeps it in good running order; gives you energy for work and play; helps prolong your prime of life; and is a basis for good health.

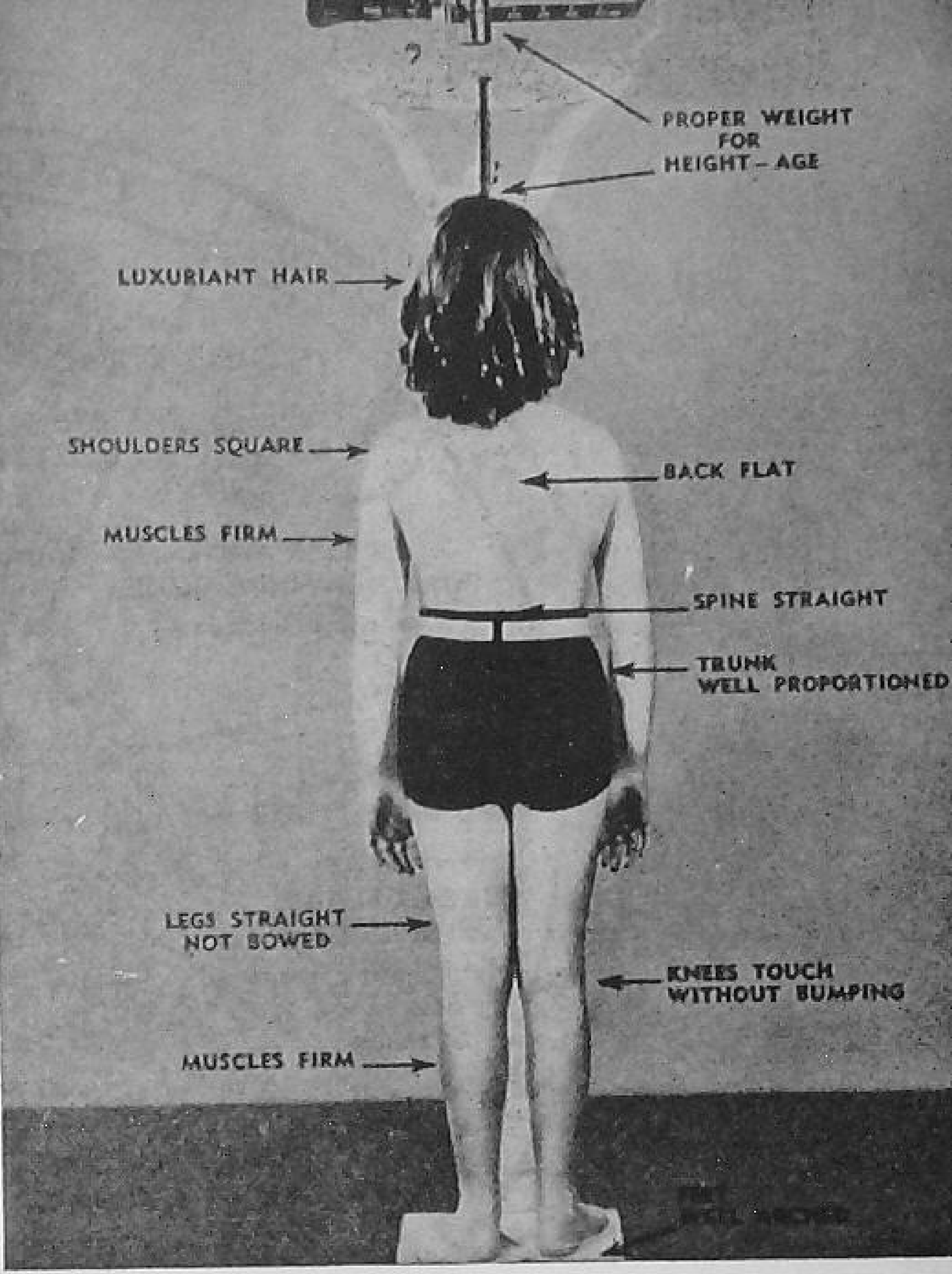


Fig. 62. THE TYPICALLY HEALTHY CHILD DEVELOPS A GOOD PHYSIQUE, WELL-PROPORTIONED TRUNK AND LIMBS, THROUGH A PROGRAM OF PROPER EXERCISE AND SLEEP.

Food for Health

Include in your daily meals the basic seven food groups. (See Figure 63.)

Leafy, green, or yellow vegetables: One or more servings every day.

Some well-liked leafy vegetables are lettuce, spinach, kale, chard, collards, mustard greens, cabbage, turnip greens, beet tops, water cress, and other wild greens such as dandelion.

Some green or yellow vegetables are broccoli, asparagus, snap beans, carrots, yellow squash, pumpkin, sweet potatoes.

How many of these do you know and eat?

Tomatoes, oranges, grapefruit: One or more servings every day. A glass of tomato juice or orange juice for breakfast is a good way to meet the daily need for Vitamin C, which occurs abundantly in these foods, fresh or canned. This all-important vitamin also occurs in other raw fruits and vegetables. Worth mentioning are raw cabbage, strawberries, and green peppers.

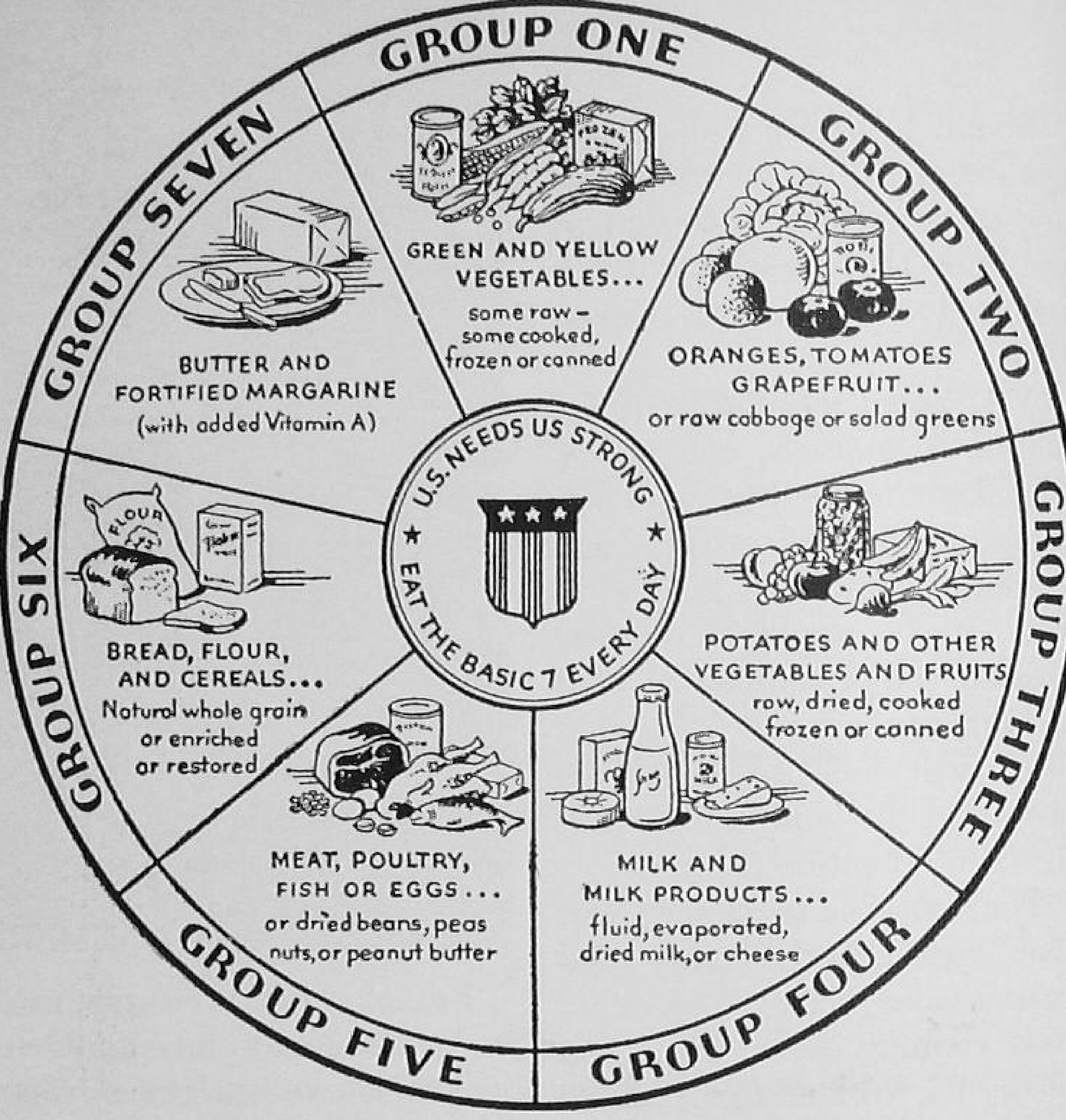


FIG. 63. THE BASIC SEVEN FOOD GROUPS

Potatoes, other vegetables, or fruits: Two or more servings every day. A generous use of fruits and vegetables is sound health insurance.

Milk: for a growing child, 3 or 4 cups; for other members of the family, two or more cups.

Milk may be used either as a beverage or in cooking. You may use milk in a number of forms, all good food — whole or skim milk, buttermilk, dried milk, evaporated milk, and cheese. You may drink milk or get it in such foods as cocoa, cream soups, cottage cheese, breads made with milk, creamed vegetables, custards, and ice cream.

Lean meat, poultry, fish: Meat once or twice a day is a good rule. Once a day is the minimum, and twice a day if your food budget makes it possible. For variety in flavor and food value choose different kinds of meat, fish, and poultry, prepared in various ways. Liver, kidney, and salt-water fish should be included now and then. When diets must cost less, dried peas and beans, cheese, or eggs

FIG. 64. FOODS RICH IN PROTEIN

may substitute for meat several times a week but not all the time.

An egg should be eaten at least three or four days each week and one every day is better for growing children. In addition to various ways of cooking eggs, they are an important ingredient in many recipes such as muffins, waffles, cake, and other good dishes.

Cereals and bread: Include plenty of whole-grain cereals. The minimum for the best of health is two good servings every day. Examples of whole-grain products are oatmeal, cracked wheat, whole-wheat bread, and whole ground corn meal. White bread, white rice, spaghetti, macaroni, and grits are good energy foods, but they lack needed vitamins and minerals. When using white flour or white bread it should be enriched. Watch for this label that tells of added minerals and vitamins in enriched bread and flour.

Fats: Butter is the best-liked fat; because it is rich in Vitamin A it is desirable to use butter or other Vitamin-rich fat every day. Some oleomargarine is enriched with Vitamin A. Bacon, salt pork, and salad oils are energy-producing fats, but they lack vitamins.

Six or more glasses of water are needed every day. Form a regular water-drinking habit. In warm weather drink an extra supply. Your body loses both water and salt in excessive perspiration, and this should be replaced by additional water and salt.

Use sweets as needed to satisfy the appetite after all the other

food needs have been met. Sweets are an energy food, but they cannot supply building material, or regulating foods. For those who do active work or play, there is a place for sweets in the menu, but if not burned up for energy these sweets produce excess body fat.

These health rules for selecting food are not new. In the elementary grades you no doubt learned what foods to eat. Many of you, perhaps, have established eating habits based on these rules. Check your choice of food to see if you are practicing health rules as you select your food each day. It is now time to look into the "why" back of these rules so that you can intelligently choose both the kind and amount of your own food and if necessary further modify your food habits to meet your food needs.

What's Back of the Food Health Rules?

Body needs are back of food health rules. We need foods first to make us grow, secondly to make us go, and thirdly to keep us growing and going. In other words, foods furnish the materials from which body structure, such as muscles, bones, teeth, and blood, is being made or constantly re-made, as well as material which can be converted into energy, such as walking, running, working, playing, and the energy we take for granted, such as heart-beats and breathing. Foods also furnish materials needed for the regulation of our complicated body machinery, such as maintaining an even body temperature, growing evenly, using the nutrients that are supplied to the tissues of our bodies, and eliminating the waste. Our bodies are complicated and finely adjusted chemical machines, deserving much more intelligent care than even such complicated man-made machinery as aeroplanes, motor cars, or steam engines.

Food Values

We think of foods as apples, oranges, cabbage, steak, oysters, cheese, beans, milk, lettuce, etc. To understand the nutritive values of foods we must know the nutrients or foodstuffs which are contained in these articles of food.

Although there are many articles of food the food nutrients which they contain can be classified into a relatively short list: proteins, carbohydrates, fats, minerals, vitamins, and water. In addition to these the body needs a certain bulk in food for regulation of the digestive tract. This bulk is furnished by the woody fibers or cellulose of fruits and vegetables.

FOODS RICH IN CARBOHYDRATES OR FUEL

Starches	*Sugars*	
Breads, crackers, cake	Sugar	Candy
Cereals of all kinds	Molasses	Jelly
Dried peas, beans	Honey	Preserves
Potatoes	Dried fruits	Desserts

FOODS RICH IN FATS OR FUEL

Butter	Vegetable fats, such shortenings as Crisco, and Snowdrift	Nuts
Cream	Chocolate	Cheese
Vegetable oils		Salad dressing
Lard		Fat meat, especially pork

FOODS RICH IN PROTEINS — BODY BUILDING

Milk	Fish	Beans
Cheese	Peanuts	Peas
Eggs	Oysters	Whole grains, such as wheat, corn, oats
Lean meat	Poultry	

Foods Rich in Minerals, Body-Building Materials

The three minerals considered most necessary in the diet are iron, calcium, and phosphorus. These are so distributed in foods that a diet rich in these three is usually sufficient in the other minerals of which we, like plants, need many in small amounts.

FOODS RICH IN IRON

- Meat, lean, especially liver
- Egg yolk
- Oysters and shrimp
- Leafy vegetables
  - Spinach
  - Mustard greens
  - Turnip greens
  - Beet tops
  - Broccoli
- Dried fruits
  - Apricots, peaches, currants, dates
- Beans, peas, lentils
- Whole-grain products
- Blueberries, blackberries
- Nuts

FOODS RICH IN CALCIUM

- Milk
- Oranges
- Cheese
- Egg yolk
- Leafy vegetables
- Other vegetables
  - Cabbage
  - Carrots
  - Cauliflower
  - Celery
  - Turnips
  - Dried beans and peas
- Dried figs
- Nuts

FOODS RICH IN PHOSPHORUS

- Milk
- Cheese
- Egg yolk
- Fish and oysters
- Meat
- Whole-grain cereal products
- Vegetables
  - Beans and peas
  - Potatoes
- Nuts

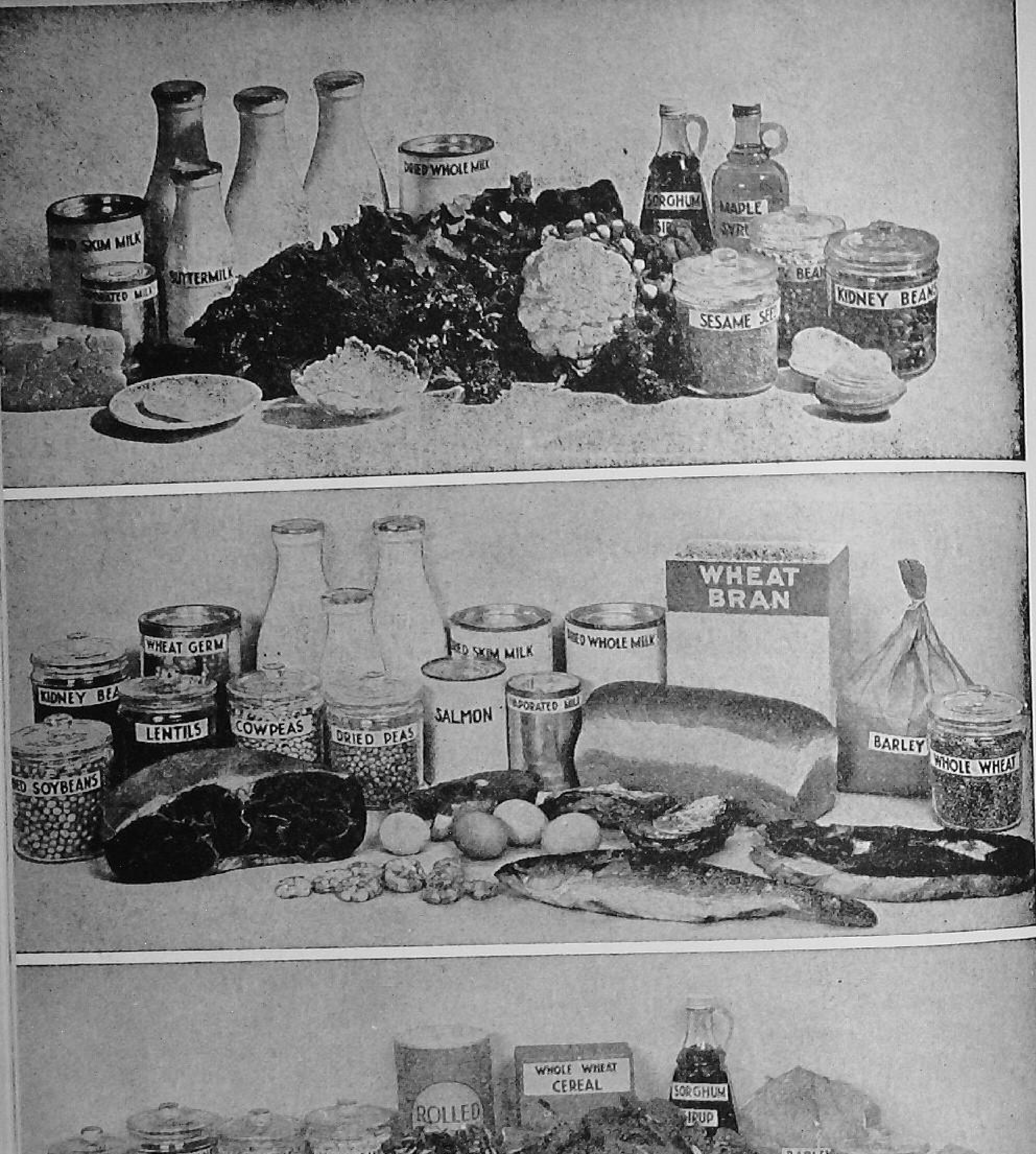


FIG. 65. (*Top*) FOODS RICH IN CALCIUM; (*center*) FOODS RICH IN PHOSPHORUS; (*bottom*) FOODS RICH IN IRON

Vitamins as Regulators

Studying the vitamins is like learning one's A B C's all over again. Not all the vitamins are yet known, for these are the most recently discovered values in foods. Vitamins are really news. You will see them mentioned in the newspapers and magazines, and hear them mentioned over the radio, for if a food is rich in a needed vitamin it is indeed something to emphasize, for the very name vitamin means life.

The scientists have just learned how important some of these vitamins are to us. A good supply of vitamins is health insurance.

Vitamin A is essential for growth, and for the general health and vigor of such tissues as the skin, the membrane lining of the digestive and respiratory tracts, eyes, and glands. Some people do not risk furnishing enough Vitamin A through food in winter when diseases of the throat, nose, and lungs are prevalent. They add cod liver oil or halibut liver oil to their diet. And strange as it may seem, an adequate amount of this Vitamin A in the diet should be a part of all campaigns for safety on the highways, for a shortage of Vitamin A results in less clear vision at night — night blindness. Aviators are given Vitamin A before going on night flights.

Vitamin B_1 is also indispensable for both *growth* and *health* at all ages. When you eat too little Vitamin B_1, also called *Thiamin*, your body does not have a chance to work well. This is especially true of the nerves and the digestive tract. Poor appetite, constipation, and indigestion are red lights that should say to you, "Stop, you have not supplied enough Vitamin B_1."

Vitamin C (also called *Ascorbic Acid*) also plays an important part in growth. For example, your body cannot build strong bones, teeth, and connective tissue unless your food furnishes Vitamin C in addition to the minerals needed for such tissues. Vitamin C has a lot to do with keeping you well and vigorous.

Vitamin D is also concerned with the development of *bones* and *teeth*. Knock knees may be due to a deficiency in this vitamin during infancy. Poor teeth may be the penalty for its lack later on. Vitamin D is sometimes called the sunshine vitamin, because if we get plenty of sunshine the body can make its own supply.

Vitamin G might be called the youth vitamin. It is also called *Riboflavin*, and sometimes *Vitamin* B_2. Many of the signs we think of as signs of old age are produced by a prolonged cheating of the body of this essential for prolonged health and vigor.

FIG. 66. (*Top*) FOODS RICH IN VITAMIN A; (*center*) FOODS RICH IN VITAMIN B_1; (*bottom*) FOODS RICH IN VITAMIN C

These are not all the vitamins but these are the ones that are best understood. Scientists are studying this group of nutrients, and knowledge of these and other vitamins is increasing rapidly.

SOME GOOD FOOD SOURCES OF THE VITAMINS

Vitamin A

- Whole milk
- Butter
- Green-leaved plants
- String beans
- Tomatoes
- Cream
- Cheese
- Carrots
- Sweet potato
- Egg yolk
- Liver
- Banana
- Cod liver oil
- Enriched margarine

Vitamin B_1 (Thiamin)

- Bran
- Whole-grain products
- Lean pork
- Dried peas and beans
- Green peas
- Soy beans
- Yeast
- Enriched bread
- Nuts
- Other fruits and vegetables have some of this vitamin.

Vitamin C (Ascorbic Acid)

- More abundant in fresh, raw foods. Frequently destroyed by storing or cooking.
- Orange
- Grapefruit
- Lemon
- Green pepper
- Tomatoes
- Tomato juice (canned)
- Cabbage (raw)
- Cauliflower
- Collards
- Potatoes
- Spinach
- Strawberries
- Turnips
- Peas, green
- Watercress and other fresh greens.

Vitamin D

- Cod liver oil
- Egg yolk
- Halibut liver oil
- Irradiated foods
- Salmon
- Sardines
- Milk

Vitamin G (Riboflavin)

- Milk
- Eggs
- Lean meats
- Liver, heart, kidney
- Pork, lean
- Green, leafy vegetables
- Legumes
  - Beans
  - Peas
  - Soybeans

EATING WISELY MEANS EATING SCIENTIFICALLY

Eating scientifically is an important job. Football teams know the importance of wise eating. Because food makes such a difference to these athletes, the major college football teams have their meals at the "training tables" planned for health and vitality.

Scientists can measure the exact amount of the various foodstuffs that your body needs, but the best and easiest way to make sure you eat a balanced diet is to eat a variety of foods every day. Be sure to include plenty of fresh vegetables, especially green and yellow ones for their extra nutritive value; eat some vegetables and fruits raw; milk and milk products such as butter and cheese;

eggs; lean meat, and whole-grain cereals. Since you have full-responsibility for selecting your school lunch, you should be sure that it is a well-balanced meal.

Preparation of Food Important in Nutritive Value

Carelessness in storing, preparing, and serving food often results in a loss of important vitamins and minerals. Families are often cheated of needed food nutrients by poor practices in the kitchen. Since the knowledge that important food values can be retained in foods by certain practices is very recent, perhaps you can be the person who brings this important information to your family. In Unit Four of this book, "Sharing in Food Planning and Preparation," you will learn how to prepare food to preserve the vitamin content.

Fresh foods have a higher vitamin content than stored, canned, or dried foods. The home garden is a most important source of vitamins because the vegetables can be used when fresh.

Canned foods retain their vitamin content well, but in order to get full value the liquid must be used for it contains some of the vitamins and minerals.

Frozen foods are the same as fresh foods as long as they remain frozen. Raw frozen foods should, therefore. be served as soon as

Fig. 67. FOODS RICH IN VITAMIN D

FIG. 68. FOODS RICH IN VITAMIN G

thawed. When cooking frozen foods put them on to cook while still frozen, and use all the liquid.

HABIT AND APPETITE — TWIN DECEIVERS

Appetite is a help, but it is not a dependable guide. Appetite tells you when you are hungry. When you fill your stomach you satisfy your appetite, but you may have filled up on candy and have no further desire for food. You have not met your food needs, however, for you have supplied only energy. Your fickle and deceptive appetite is gone — thoroughly satisfied — and thoroughly discredited as a guide in selecting food scientifically. A good rule is to eat first the food you need and then the food you want.

Some of the food habits which it is wise to cultivate are:

Eating a variety of foods
Eating foods prepared in various ways
Not being finicky about your food
Drinking milk regularly
Eating eggs — at least 4 per week
Eating vegetables — many kinds — at least two or three every day
Eating fruits daily
Eating one raw food per day (fruit or leafy vegetable)
Not overeating, nor, on the other hand, undereating

One thing is certain: you must either control your food habits or they will control you. Doubtless you know adults who wish they

still had their youthful figures. But alas, double chins, large hips and abdomens, and the telltale pointer on the scales all give evidence that poor food habits control them. Now is a good time to establish food habits that can be depended on to help you supply your body's daily food needs.

Good food habits at the 'teen age are of triple importance. You have the job of supplying energy for your body; the job of growing up to the height and body proportions which are to be yours for the rest of your life, and this body-building process requires certain foods if it is to be well done; good habits established now can contribute to health and happiness throughout your life. A hint to the wise is sufficient.

CLASS DISCUSSION AND ACTIVITIES

1. Are your food habits good? Check your daily meals for a week to determine which of your food habits are satisfactory and which need improving. Determine your score by the following table:

SCORE CARD: NUTRITIVE VALUE OF DAILY MEALS

		M.	*T.*	*W.*	*T.*	*F.*	*S.*	*Sun.*
Whole milk								
4 c. or equivalent for growers-up								
2 c. or equivalent for grown-ups	20							
Vegetables and fruits								
One leafy or green or yellow	10							
Any other vegetable	5							
If one above is raw, extra credit	5							
Fruit, served twice or more	10							
(Served once only)......(5)								
If orange, grapefruit, or tomatoes (canned or fresh) are served, extra credit	10							
Meat, fish, poultry, cheese, or dried peas or beans one serving or more	10							
Eggs								
One 4 times a week	10							
Whole-grain breads and cereals								
2 servings or more	10							
(if one serving only)....(5)								
Butter in addition to any counted above								
Two tablespoons or 1 ounce	10							
Total	100							

2. From the average of foods eaten for a week you can probably determine your food habits. On this basis consider the food habits of yourself and several others and make recommendations for improving these habits if the score indicates that changes are needed.

3. Suppose that someone does not eat vegetables because he does not like vegetables. This indicates a need for a change of food habits. Suggest a program for learning to eat a needed food.

4. When you eat the following, for which of your body needs are you furnishing nutrients: chocolate bar, glass of milk, potato chips, bread and butter, orange juice, eggs, lettuce?

5. What important food values does milk have that makes it a daily requirement for an adequate diet for young or old?

6. Suppose you are going on a camping trip and fresh foods are difficult to get, how can you best provide the needed Vitamin C?

7. If a person does not eat vegetables, in what nutrients is his diet probably inadequate?

8. List the vegetables most commonly used in your family. Select three vegetables not in this list which it would be well for your family to include in their menus frequently.

9. Can you explain the difference between a menu and a diet?

Acting Your Best at Mealtime

IT IS A FAMILIAR SIGHT on the football field to see the captains of the opposing teams shake hands before the game starts. In fact, nobody would think of starting a football game any other way. Why? Because in the world of sports this custom has been established as a mark of friendship and courtesy; in other words, because it is good manners. Just as in this case, all those customs which are accepted as good manners are based on consideration for others. Unless you live alone and never have or expect to have contact with other people, it would be wise to learn how others like you to behave.

One of the times when others have decided very definitely how they like us to behave is at the table. If you never ate with other people it would not matter whether you had acceptable table manners or not, for nobody would know or care how you acted. But what fun would that be? Most people would like to make a good impression when guests appear or when they are guests, but only

FIG. 69. AN ATTRACTIVE INVITATION TO SHOW YOUR TABLE MANNERS

those succeed who are willing to learn the rules of etiquette and to use them every day until they become habits. If you have to worry about your manners when you are a host or a guest, you will not enjoy the occasion.

Mealtime affords the maximum opportunity for acquiring good manners, as table manners are perhaps the most exacting. Then, too, the customs governing table manners are more nearly alike, and since there are very definite rules of table etiquette, regular practice of these rules in your own home will enable you to be at ease when dining out. Let us mind our "P's" and "Q's" that are so important at mealtime. What are they?

P's and Q's at Mealtime

Personal appearance, our first "P," is never more important than at mealtime. The necktie or that last bobbie pin must be in place before you come to breakfast. Breakfast should be one of the most enjoyable times of the day for the family. To make it so, everyone must be up, fully dressed, and in good spirits. The breakfast table is no place for a grouch, a sleepy-head, or someone too lazy to dress.

Hands, though important at all times, are never more important than at the table. Clean, well-cared for hands and nails are part of being ready for your meals. It should be added that hands are not clean enough for the dining room unless they have just been washed.

Families should decide upon and adopt practices that will make the meal hour one of *peace*, *plenty*, and *pleasure* for all — three more P's. No members of the family can contribute more to achieving these goals than those in their 'teens, for they are often the transgressors.

The rules of etiquette that will bring peaceful meal hours are these:

Promptness, another P, is a rule for meals. Nothing so disturbs the home manager as tardiness or unannounced absence at mealtime. When you have had the responsibility for preparing and serving meals to a group, you can then more fully appreciate why consideration for others, the general principle on which rules of etiquette are based, requires promptness at meals. Other members of the family are also concerned, for all of us like our meals on time. The tardy member of the group usually meets with the hearty disapproval of all.

Peace. The telephone is the disturber of mealtime peace in many homes. Here are two situations showing how two families deal with the problem:

In one home there is never an uninterrupted meal. Frequently the telephone rings just as the family are going in to dinner. Margaret is wanted; she talks a while about nothing of importance. Since her father desires all members of the family at the table at the same time, everyone waits for Margaret. Finally a hungry ten-year old brother calls out, "Margaret, shut up and hang up." This brings a reprimand from Father. Margaret returns to the table and Mother suggests that Margaret should tell her friends to call at some other time, and so the meal starts with Margaret and Billy both out of sorts, not to mention Father. But this family is to have no peace, for in rapid succession other members of the family are wanted at the telephone including Mother and Father. When the dinner is over, everyone is out of sorts and nobody has had a good time even though the food was well prepared and an attempt was made to serve it well. Conversation has been disconnected, uninteresting, and full of criticism of one member of the family for another.

In the second family the telephone doesn't ring very often during meal hours, but it is busy before and after meals. This family has made it the rule not to call members of the family to the telephone during the meal hour. The person answering the telephone courteously says, "I'm sorry but John is at dinner now. Will you please call later, or would you like to leave a number for him to call?" This does not result in fewer telephone calls, for friends soon learn to call at a more acceptable hour. The family has a good time together and enjoys the association as well as the food; a spirit of good fellowship prevails. Everyone is interested in what the others have been doing during the day and when dinner is over, there is genuine satisfaction on the part of all. Which way do you prefer? The telephone will not manage itself, but it can easily be managed.

Another interrupter of peace at mealtime is impatience or hurry. In the interest of good health and good fellowship, social custom requires that we make mealtime a leisurely hour. In the family group and with friends one waits for all to be served before beginning to eat. At large banquets it is the custom to wait until all at a small table are served, or all near you at a larger table. One re-

mains at the table until all are ready to leave. If under some unusual circumstances it is necessary for you to leave the table before the meal is completed, you can do so graciously by expressing to the hostess your regret that you must leave and asking her to excuse you. But a mere desire to leave the table because you want to play or do something else, or because you do not like or want the dessert, cannot be called an unusual circumstance. Special attention of the 'teens and all younger members of the family is called to this point.

Plenty. A well-balanced meal is planned for the family on the assumption that everyone will partake of the meal as a whole. A good manager plans the amount of food so there will be plenty for all on this basis, but not a lot of food left over. In order that everyone may enjoy all the good things, each must eat no more than his share. A well-mannered person does not overeat, on the one hand, nor is he finicky about food on the other hand. "I don't eat that," and "I don't want this," do not become a well-mannered person, but rather, "Yes, please," with an occasional, "No, thank you."

Here again good manners are based on thoughtfulness and consideration for others. Suppose you do like meat or pie better than vegetables or bread, does that entitle you to eat someone else's share of meat and pie? Perhaps Mother, who is usually the person who goes without when the supply of good things is limited, also enjoys broiled steak or blueberry pie. Not only good manners, but good nutrition requires that you eat your share of all of a well-balanced meal rather than two shares of some articles and none of others. Such a plan insures plenty in two ways — plenty of food for all at the table, and plenty of all the nutrients that your body needs. This does not mean that there should be no second helpings, but that in this matter you should be thoughtful of all others for whom the meal has been prepared, and mindful of the food requirements of your body. All too often the second helping of some favorite food may satisfy your appetite causing you to omit some food that your body really needs. Good manners and good nutrition are two good reasons for eating all types of food prepared in various ways.

Pleasure. An important P is *pleasure*, for this makes the difference between eating and dining. Eating good food is in itself a pleasure but eating it in good company is the most fun of all. Think of the picnics, parties, dinners, and the family festivals, such as Christmas and Thanksgiving, when dining together is the high-

light of the occasion. The time of each day when we most enjoy the companionship of members of the family is, in most homes, the evening meal. You can add greatly to the pleasure of your family, and to your own pleasure, by being in good spirits at the table. You should *participate*, another P, in two ways; by sharing with your family the interesting things you have done, and by being an appreciative listener as others tell of the things that interest them. Conversation is an art, and one of your best opportunities to develop this ability is by doing your part to make the meal hour, wherever you are, a pleasure.

Young people should, however, remember that grown-ups also like to take part in the conversation. Do not monopolize the conversation, but introduce topics of general interest. Listen to others and you will also become interested in what interests them. A courtesy that will be especially appreciated is an effort to include in the conversation any old people who may be present. Topics of conversation must be pleasant and non-controversial to promote good spirits.

And last but not least we come to the Q for table use. Perhaps you have guessed that it is *quiet*. A pleasing voice, moderate laughter, and poise are good manners because they appeal to everyone. Shouting, loud laughter, boisterous or awkward behavior are bad manners because they create a noisy, unpleasant atmosphere instead of a restful feeling of relaxation that should accompany mealtime and contribute to good digestion.

Eating quietly is good manners. Celery, soup, all beverages, crisp toast are some of the many foods that give you a chance to show your skill at minding your Q's at the table. Sometimes you may be tempted to eat ice from your glass, but it is such a noisy thing to do that you will not yield to the temptation if you care about what others think of your manners.

Dining-Room Customs

Dinner is served. The hostess first invites others to the dining room and leads the way. Boys and girls allow older persons to precede them, and, of course, ladies first is the rule that prevails. In the case of a formal dinner or refreshments at parties, when gentlemen are asked by the hostess to escort ladies, entrance to the dining room is by couples.

Members of the family have their regular places at the table, but

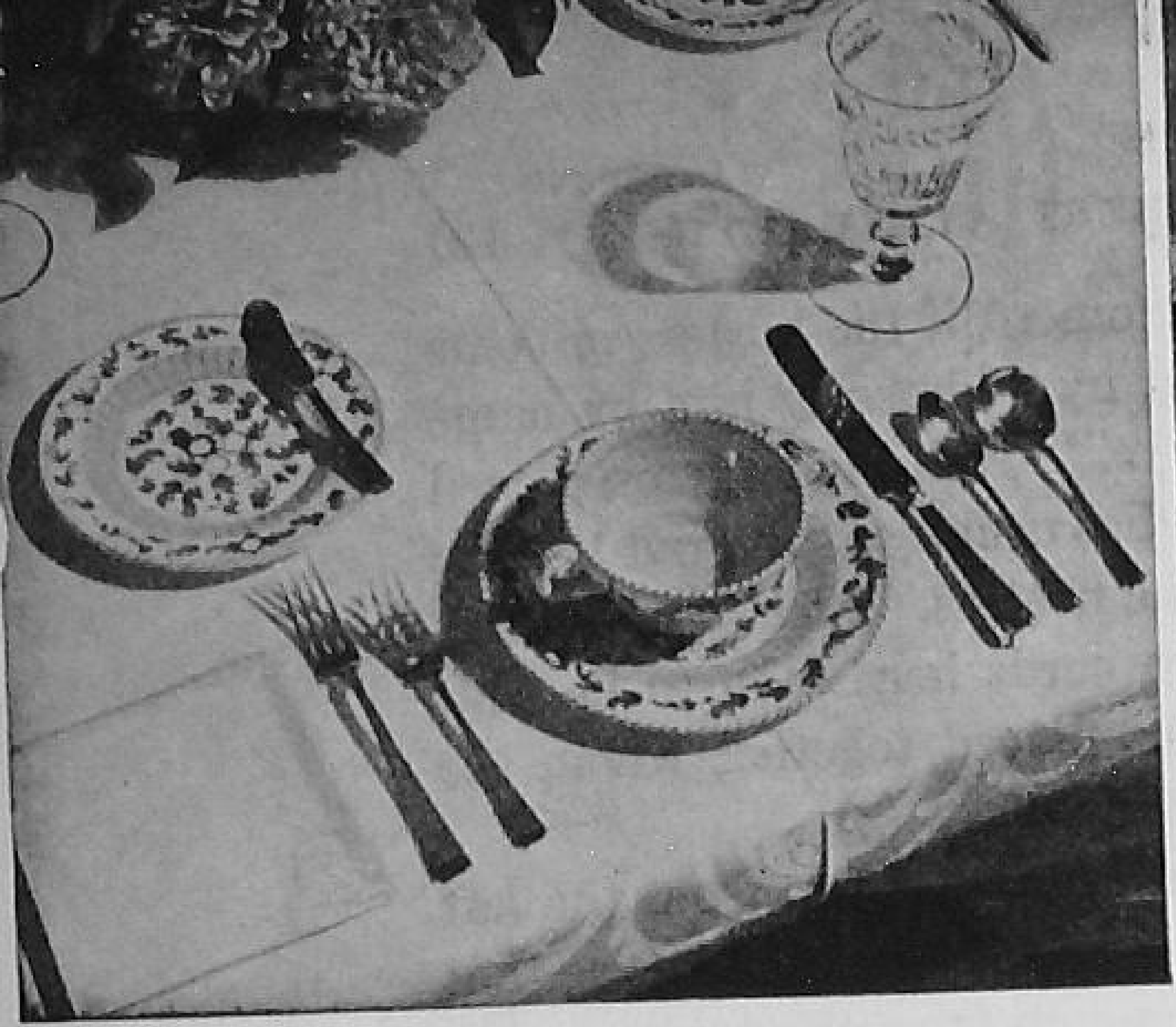
a guest will be spared an awkward moment if the hostess or some member of the family will guide him by addressing him by name and adding "Won't you please sit here." Honor guests are placed on the right of the host or hostess, ladies usually at the right of the host and gentlemen at the right of the hostess. At a dinner party where there are several guests, place cards help each to find his place. By this device guests may be placed together whom the hostess desires to become better acquainted.

A rule designed to avoid confusion is to sit down from the left side of the chair. Chairs should be placed far enough apart so that one can seat himself easily, and far enough from the table so that one can sit comfortably without having to make a noisy and awkward adjustment of the chair. If the chair is so placed that the tablecloth hangs just an inch or two over the seat, it will be a comfortable position for most people. However, if your chair is not conveniently placed, adjust it when you seat yourself. It is the mark of a gentleman for a boy to assist in seating his mother or other feminine table companions.

In many homes it is the custom to say grace at the table. If you are dining where you do not know the family custom, you may save yourself embarrassment by avoiding talking just after being seated at the table, watching to see whether the host is to ask a blessing.

At the Table. All seated and ready to enjoy the meal! But perhaps it would not be amiss to remind you that *posture* is another P to be minded at the table. Sit erect but at ease. Feet and chair rungs make such awkward combinations that etiquette requires that you keep your feet on the floor. Be sure that the floor space you use is that near your own chair, for an intrusion on others' toe space is annoying to them. Elbows also must be kept off the table. Etiquette is not as exacting in this respect as in the past, for sometimes one may be at ease in resting the hand or arm on the table if not in anyone's way. But lolling at the table is never permissible.

Hands do a lot to show the possession or lack of ease and good manners. The preferred place for hands, when not in use in eating, is in the lap. Some of the mischief that ill-at-ease hands get into which should be avoided at the table is as follows: adjusting the necktie, hair, or performing other acts of the toilet that should have been attended to before entering the dining room, playing with the silver or water glass, picking at crumbs or threads on the



A

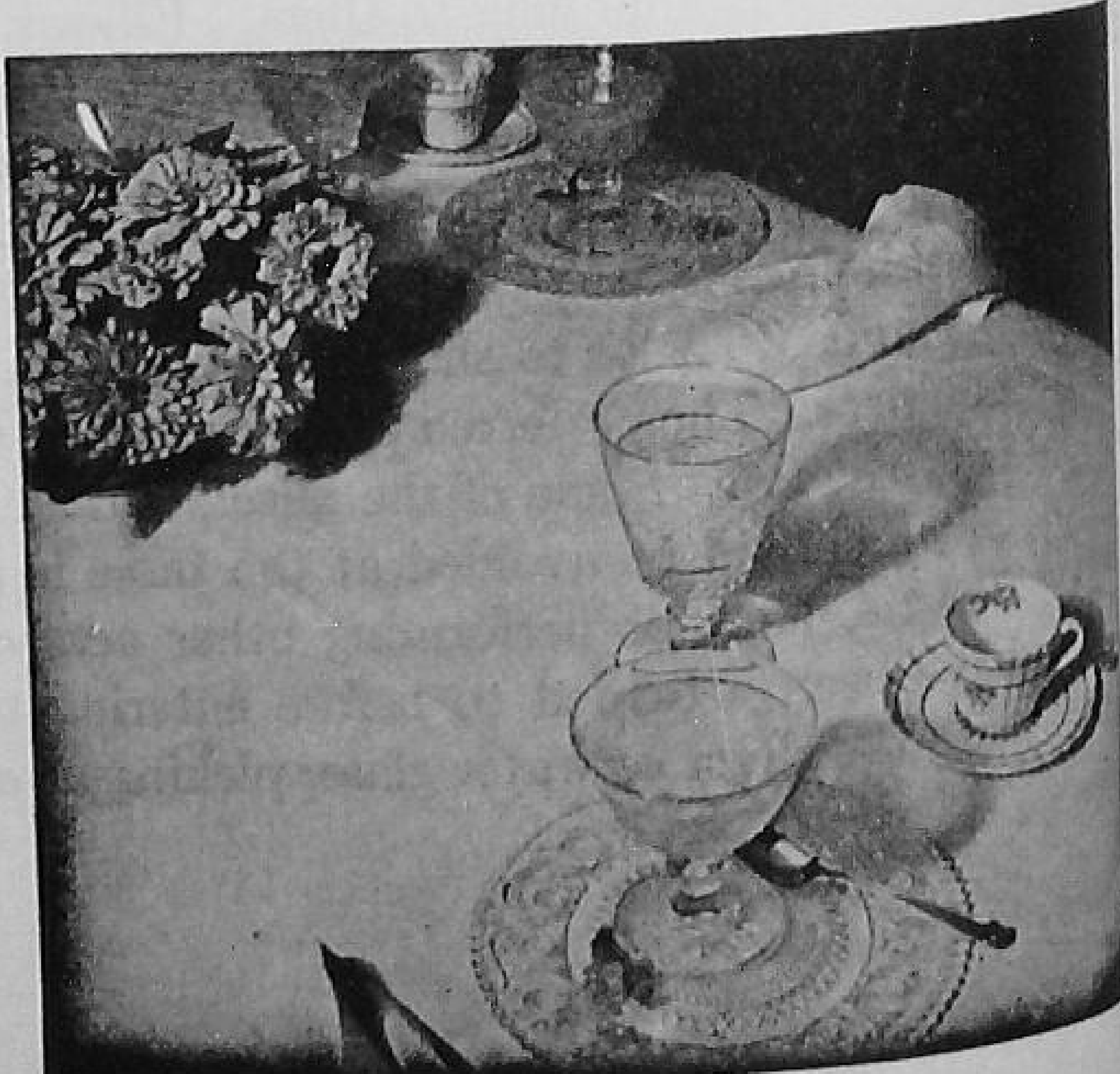
B

C

D

Fig. 70

A. COVER FOR DINNER
B. SPOONS IN USE FOR SOUP
C. KNIVES AND FORKS IN USE
D. EATING DESSERT
E. A GOOD ENDING



E

table, or seeking refuge in pockets, fooling with buttons or ornaments on one's clothing, gesticulating, and worst of all, with the table silver.

Your Cover and Its Use

A cover at the table is one person's table equipment. The cover varies somewhat with the meal and the menu. It consists of the flat silver (knives, forks, spoons), napkin, glass for water or other beverages, bread-and-butter plate, if this is used. Figure 70 A shows a typical cover for a family dinner.

For each cover the silver may be laid from the outside in the order of use. If in doubt as to which piece of silver to use, watch the hostess. Observation of your own practices and the practices of others will help you to learn how to improve your manners.

Your first official act at the table is to remove the napkin, unfolding or partially unfolding it below the table, as you place it in your lap. If the napkin is properly folded so a free corner is near the fork, it can be gracefully unfolded by holding this corner with one hand as you put the napkin into your lap. Napkins should not be used as bibs. People outgrow bibs when they learn good posture and good table practices. The napkin should be used in the lap and should only occasionally make its appearance above the table during the meal.

All silver should be left in place until needed and should be in hand only when in use in eating. The knife is properly used only for cutting such foods as meat, or for buttering bread, a small piece at a time. The individual butter spreader, placed on the bread-and-butter plate, should be used if provided. When the knife and fork are not in use, place them parallel across the plate, the knife preferably on the upper side out of the way with the blade turned toward you (Figure 70 C) and the fork in the middle of the plate, tines turned up. Silver that has been used, or that is in use, should be placed on a plate, saucer, or coaster, not on the tablecloth. Never bridge the space between your plate and the table with the knife or fork, and do not leave spoons in cups.

For cutting, hold the handle of the knife in the right hand with thumb and last three fingers on the handle, using the first finger on the back of the blade near the handle to steady the knife. The fork should be similarly held in the left hand, tines down and braced by the forefinger well down on the handle. If you are left-handed of

course the position of the knife and fork is reversed. Both knife and fork are held at an angle when cutting. The most common error, and also a most telltale one where table manners are concerned, is to grip the knife or fork, as if it were a stick.

Food may be conveyed to the mouth by a fork or spoon, never by a knife. If you are in doubt as to which to use, a fork is the better choice. One cuts tender food, such as salads and vegetables, with a fork. Cut only one bit at a time, lay the knife across the plate and convey the food to the mouth with the fork. The oldest and most acceptable American way is to change the fork to the right hand, with the tines turned up, as shown in Figure 70 C. The acceptable European way is sometimes to convey food such as meat to the mouth with the fork in the left hand, tines turned down.

A spoon may be used for vegetables when they are served in a separate dish, but a fork would not be amiss. Salads, most vegetables, soft cake, watermelon, and pie should be eaten with a fork.

Soup, most desserts, cereals, berries, and many other fruits are eaten with a spoon. A spoon should be held with the thumb and forefinger, resting on the second finger in very much the same way that you hold a pencil, but at a different angle. Eat from the side of a spoon. In eating soup, to avoid dripping the soup from the bottom of the spoon, do not fill it too full, and dip the spoon from you. Never scrape the bottom of the spoon on the side of the soup bowl. Never eat in installments. It is most objectionable to other people to see a spoon of partially eaten food. You may have seen ice cream eaten in this thoughtless way. Take only a small portion on your spoon at a time.

When food is once in the mouth, chew it noiselessly with lips closed. Avoid talking with food in your mouth. Eating is not an attractive process. All these rules have been generally accepted because they make our eating agreeable to those who must see us eat.

For cocoa, tea, or coffee a spoon is used only to stir and to taste the drink. If it is too hot to drink, wait for it to cool, for it is rude to resort to drinking it from a spoon, blowing on it, or diluting it with water.

Never leave a spoon in a cup, glass, or sherbet dish. Place it in the saucer, coaster, or on the plate, provided for your use. If a soup plate is used, leave the spoon on the soup plate rather than on

the service plate. If no coaster is provided for the iced-tea spoon, place it across the side of your plate.

No silver is required for some foods. Bread, crackers, sandwiches, celery, radishes, olives, nuts, candy, and cookies, or cake that is not sticky, are called finger foods because they should be so eaten. Some of these foods, such as nuts, may be served with a piece of silver, but one uses the fingers after being served. Bread, celery, olives, and radishes should be placed on the bread-and-butter plate. Cakes, cookies, and other finger foods served with the dessert should be placed on a small service plate provided for this use. If one gets a bone, a piece of egg shell, or other undesired substance in the mouth, simply use the fingers to place it on the side of the plate.

At the table you should share the responsibility for serving others. If the salt or pepper is near you and there are not individual salts and peppers, ask your neighbor if he will have salt or pepper. You are expected to pass any article near you, unless there is a maid. Place the serving silver, which will be near the dish, in the dish conveniently for serving and offer it to your neighbor. If both neighbors are occupied, you may serve yourself first. Always use serving silver, never your own silver.

Accidents may sometimes happen. If so, take as little notice of them as possible. If you are the unfortunate person, express your regret to your hostess, and dismiss the incident as soon as possible.

When all have finished eating, napkins should be placed on the table. If one is a member of the family or a house guest, one folds his napkin in his lap, if the family fold their napkins. If you are a guest for one meal only or if you are dining in a hotel or restaurant, place the unfolded napkin on the table. When the meal is over the hostess will give the sign by rising from the table. All may rise at the same time, or a gentleman may assist a lady by pulling her chair out of the way as she rises. Ladies again precede gentlemen in leaving the dining room.

Good taste demands that you enjoy the company more than the food. Your mother, or a hostess in whose home you are an informal guest, will welcome a simple expression of appreciation for a delicious meal, but otherwise comments on the food are out of order. Your appreciation can be shown by your pleasure in the occasion.

Good manners have a charm that is irresistible. Your manners will play an important part in your place both in society and in the

business world. Be critical of your own table manners but do not censor the manners of other people. Since manners are habits they must be acquired gradually. Now is the time to acquire table manners that make you acceptable to others. When good manners are once acquired they contribute to your ease and poise the rest of your life.

CLASS DISCUSSION AND ACTIVITIES

1. Mary is invited to Jane Kennedy's house to spend the night. Assuming that she and her friends are well-mannered, what will they do in the following instances:

a. Dinner is served. In what order will they enter the dining room? In addition to the two girls there are Mr. and Mrs. Kennedy and Sam, Jane's older brother.

b. How is Mary to know where to sit at the table?

c. Mary does not know the menu and she is just a little puzzled at first to know which piece of silver to use. How does she make her decision?

d. Mary and Jane make themselves acceptable dinner companions in various ways. List some of these.

e. Mary's knife, fork, and spoon tell in various ways that she is a well-mannered girl. Can you tell some of the ways?

f. How does the napkin add evidence that Mary has had the good fortune to be taught good table manners?

g. Mary's P's and Q's were correct, but she was not conscious of what she did because she had made acceptable practices a habit. What are some of the things she did and some she did not do?

2. Everyone can improve his table manners in some way — most of us in many ways. Compare your table manners with the acceptable forms as presented in this chapter. Decide on one or more definite new habits by which you could improve your table manners, and make plans for acquiring these new habits.

When You Eat in Public Places

TABLE MANNERS REMAIN THE SAME whether you eat at home or in public eating places. The only sure way to have acceptable table manners in public is to make the correct thing to do a habit at home and then you can forget about it and put your thoughts on something else. There's no surer way to spoil one's pleasure in dining out than to be conscious of one's table manners. While table manners were discussed in Chapter 17, there are, however, additional customs which well-mannered people observe that are part of the occasion of dining out, and these are discussed here.

Probably the public places where boys and girls eat are in order of frequency: the school cafeterias, drug stores or other refreshment places, and occasionally hotels and restaurants. If you care for the opinions of others, you will want to act correctly in these typical places where you enjoy eating with your friends.

FIG. 71. GOOD MANNERS IN THE LUNCHROOM

The School Cafeteria

Your conduct and that of your schoolmates determines the tone or atmosphere of your school. There is no better place to judge the conduct of a school group than in the cafeteria. Young people who respect themselves and their classmates are well-mannered in the cafeteria.

Good-natured students smile and are friendly with others in the lunchroom. They are not hard to please at the counter, as they select their food, and they do not push or crowd others in the line. Neither do they hold up the line because they are slow or finicky in their selection of food. One way to be friendly is to enter into good-natured conversation with those who may happen to be at the table with you. The lunch hour is a time to enjoy your old friends and to make new ones.

There are many ways to be considerate of others at lunch time. We shall mention only a few. Keeping your place in line is one of the most appreciated courtesies in a cafeteria. Using only one space at the table and making others welcome to sit with you are ways of showing consideration of others.

The lunchroom is one of the best places to show whether or not you are public-spirited. Everyone likes an attractive place to eat. You can help keep the lunchroom clean and attractive by keeping your tray or table space in order while you are eating, and by leaving the table clean for others to use when you have finished your lunch. Dropping food on the table, and worse yet on the floor, is careless, and carelessness with food is always bad manners.

And last, but not least, the lunchroom is a place for quiet, inconspicuous behavior. Boisterous, noisy behavior is in poor taste in any eating place. The school cafeteria deserves your respect.

Refreshment Time

On your way home from school, after the movie or a party, or when you are out for a walk or a drive, you probably have a favorite place where you drop in for refreshments. It is usually where the clan gathers, and you are sure to see someone you know. In fact, sociability is the chief attraction. It may be a drug store, a tea-room, or a roadside refreshment place. It differs from the school cafeteria in at least two ways that are worth mentioning here because they influence behavior; (1) the place is patronized by the

general public, not just your schoolmates; and (2) you are served by attendants instead of serving yourself.

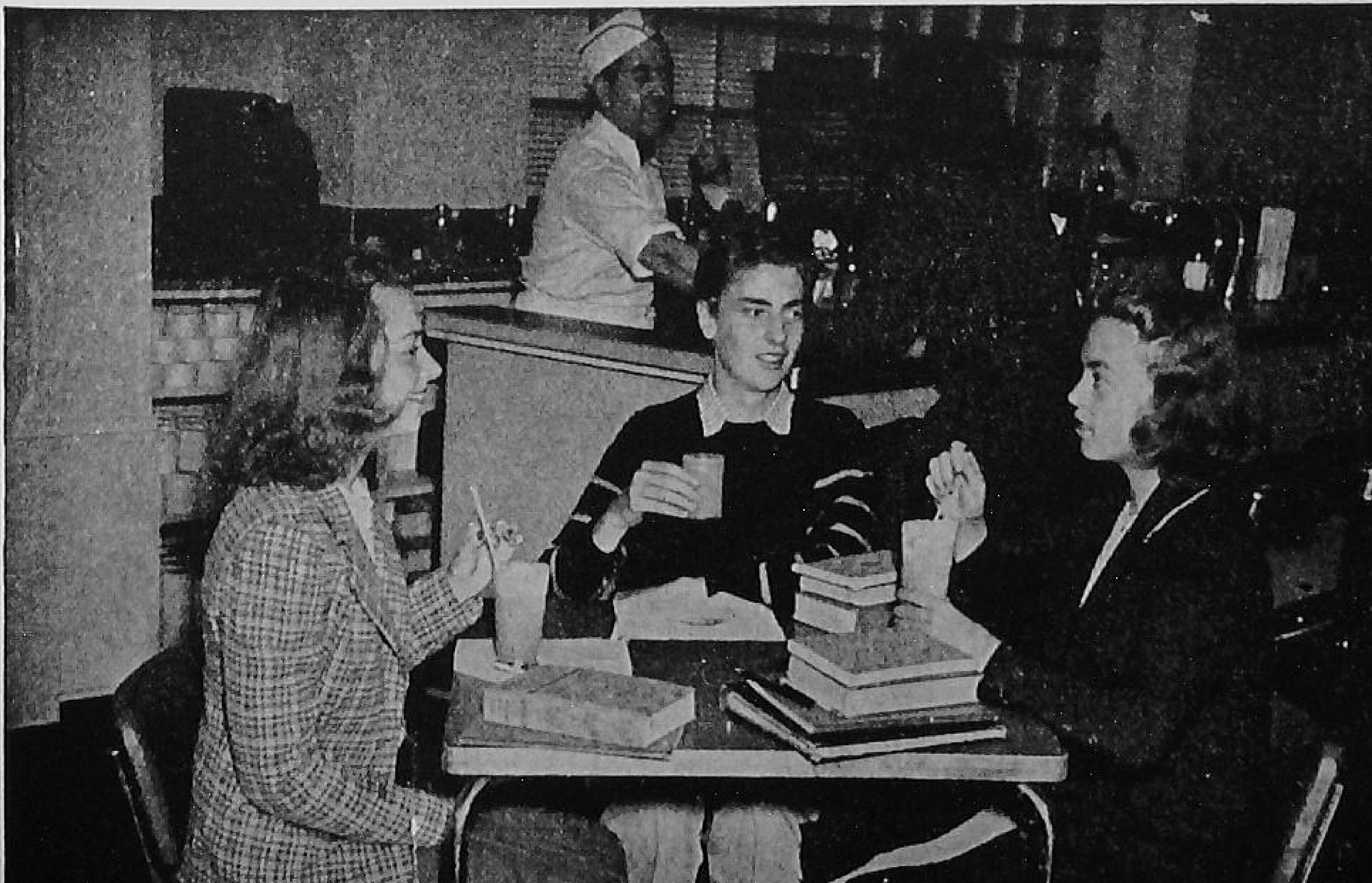
Since the general public patronizes the same place where you stop for refreshments, it is important to behave with dignity, for that is how the public likes you. Since you often go to these places either as a host or guest, you have a responsibility for being interesting to and interested in the other people in the group. The general public would like you to be unconscious of them and wishes also to remain unconscious of you.

Staring, curiosity, loud voices, boisterous laughter, and noisy automobile horns are not acceptable. Sit comfortably but do not lounge. No one looks well when draped about a chair or table.

It is a pleasure to be a guest or a host. It is well, however, not to be either one all the time. Others like to have the same pleasure sometime. Graciousness is a quality that is appreciated in either a guest or a host. If it is your time to be a guest do not argue over the check but accept the courtesy with an expression of appreciation of the refreshments. Be sure you are not the guest too often, for such people are not welcome members of a group.

A very good arrangement that is used by a group of boys, or a group of girls who are frequently together is the Dutch treat, where each person pays for his own order. In this case, someone should

FIG. 72. GOOD MANNERS AT REFRESHMENT TIME



request separate checks when the orders are placed. There is usually no formality in being seated at a drug store or other similar places. Boys, of course, seat the girls first.

What Will You Have? Whether refreshments are served at tables, at a counter, or at the curb in a car, the question is what will you have? If there is a host he asks girls first, boys next, and gives his order last. It is good form to choose inexpensive refreshments.

Fountain Etiquette. For refreshments at the drug store, one usually orders a beverage with sometimes the addition of a sandwich. Cold drinks are usually served with straws. These should be seen and not heard. Straws usually remain in the glass. If, however, you wish to drink from the glass without the aid of the straw, place the straw on the service plate if one is available, otherwise on the table.

Ice cream sodas are served with both a spoon and a straw. The spoon may be left in the glass when using a straw, especially if no service plate is used. When one drinks from the glass, both the spoon and the straw should be removed to the service plate. If no service plate is used it would be best to refrain from drinking from the glass, because a spoon or a straw from an ice cream soda makes the table unattractive.

Miscellaneous Cues. Sandwiches are usually eaten as finger foods. If a sandwich is difficult to eat, eat it slowly. Napkins should be used for wiping fingers. Paper napkins are used at drug stores and other informal refreshment places.

Plates should never be lifted from the table. Even though it is tempting, a cherry or a piece of ice should be left in the glass rather than struggled with.

If you are in a hurry it would be best not to order hot chocolate or bouillon, for time is the only acceptable way of cooling it — never cool it by diluting it with water or by blowing on it.

Do not lean back tilting your chair. When leaving the table, try to get out of your chair without noisily pushing it back from the table. Girls take the initiative in leaving the table by arising first. It is in order to express appreciation of your host's courtesy.

The check is usually paid to the cashier.

Dining in Public

Everyone should know the customs that prevail at hotels and restaurants. Usually boys' and girls' first hotel experi-

ences are in the company of their parents or other adults.

A girl wears her hat into the hotel dining room. A check room is provided near the door where the boy checks his hat. Overcoats may also be checked here. If no such service is available, the boy removes his hat when he enters the dining room and places it on a rack near the table or elsewhere.

In hotels, a waiter, in a tearoom, a hostess, will seat you. A lady goes first in following the waiter. The waiter pulls the chair out for a lady, and if she wishes to remove her coat he helps her. If the place is a dining room where there are waitresses, the boys or men in the group seat the feminine members of the group and assist them with their wraps.

The order is chosen from a menu card unless the meal has been previously ordered by the host or hostess. Menu cards may look like a catalogue of foods, but they are usually organized to help the guest.

A meal may be ordered *à la carte;* that is, by selecting, individual dishes from the menu card, or a combination menu called a *club* or *table d'hôte* meal may be chosen. The latter is usually more convenient, more economical, and is preferred by most people. The club meal is a way to avoid tiresome waiting, for it is usually ready to serve. A table d'hôte meal usually offers some choice both in

FIG. 73. DINING OUT

food and in price. A frequently used type of menu is one in which the price of the meal is listed with the meat of the main course. A choice is also usually allowed for the first course, the vegetables, and the dessert. When club meals are numbered on the menu card they may be ordered by number.

The order for the meal is sometimes written but frequently the waiter receives the order orally. The host orders the meal but he, of course, consults the preference of the guests. In ordering always be considerate of your host, but select something you will enjoy eating rather than just the lowest priced food on the menu. It is in good taste for the host or hostess to make suggestions as an aid to the guest.

Never be so engrossed with the music or entertainment that you forget your companions. Have a good time. It pleases your host to have you enjoy the occasion, but it compliments your host most to have you enjoy his company. Be both an appreciative listener and an interesting talker. Do your part to make the occasion a success.

If a waiter is needed, the host should catch his eye and signal to him. Impatience is in poor taste. Leisure is necessary for dining. After the dinner is completed a group may linger in the dining room to listen to the music and to talk. If it is near closing time one should be considerate of others and not detain, unnecessarily, those who have served you and who have doubtless had a long day's work.

Tipping is usually regarded as a service charge and is customary in hotels or restaurants. Ten per cent of the bill is the usual amount. If tipping is prohibited by law, or if the management requests that it be avoided, one should not tip. Otherwise, tipping is expected and is often the way in which the waiter is paid for much of the service he has rendered.

Table etiquette is the same at home and in public places, although the service in a hotel is usually more formal. When leaving the table, place the napkin, unfolded, on the table. The waiter, or the host, removes the chair for a girl. As in entering, the girl leads the way in leaving the dining room.

Dining out is a favorite pleasure in every country. Hotels pride themselves on their table appointments, food (called cuisine), and their entertainment. Frequently you have heard over your radio dinner music from the dining room of some well-known hotel.

When you visit a city, one of the highlights of your trip will, no doubt, be dining at a restaurant or hotel from which you have enjoyed radio music. One eats three times a day, but one dines out only occasionally. Good manners are desirable at all times and are essential for dining.

CLASS DISCUSSION AND ACTIVITIES

Information Please, on Eating in Public Places

1. The following incidents occurred in a school cafeteria. Are they examples of good manners? Why or why not?

a. Mary and Jane always go to lunch together. Mary was stopped in the hall, but Jane went on and got a place in line. When Mary came in she found Jane and took a place in the line just ahead of Jane.

b. Sara and Jim were eating at the same table. Mr. Hopper, the principal, stopped a moment to ask a question. Jim stood while he was talking to him. Mrs. Sexton, one of the teachers, also stopped a moment. Both Sara and Jim stood. If first Julia, and then Sam, two other students, stopped, would either or both Sara and Jim be expected to stand?

c. John and Bob were eating their lunch when Julia stopped and visited with them for five minutes. The boys stood and their lunch became cold. Discuss the etiquette of this situation. Suggest ways in which this situation could have been improved.

2. Three girls enter a drug store, seat themselves at a table, and order cold drinks, Dutch treat. Three boys enter a little later and ask if they may join the girls. Each boy gives his order. Separate individual checks are brought for all. Who should break up the party? Who will pay the checks?

3. In a hotel dining room are Mr. and Mrs. Doe and their children, Jack and Jane, who are about 12 or 14 years old. The Does are obviously ill at ease because they do not know the proper thing to do, hence they make many mistakes. What should the Does know about the following matters that would put them at ease?

a. As they enter the dining room
b. When they are seated at the table
c. When they order their meal
d. When the services of a waiter are needed during the meal
e. In the way they use their table silver

f. The way they seem to be enjoying the meal

g. The way they eat soup, bread and butter, meat, ice cream

h. As they settle their bill

i. As they leave the table and the dining room

4. What will you have for lunch? Secure a menu card from a hotel, dining car, or restaurant.

There are many decisions to make in ordering from the menu. The major decision is whether to order a club menu, sometimes also called a table d'hôte menu, or to make your own menu by selecting individual dishes from the menu card, that is, ordering à la carte.

Study the menu card and note the differences in ordering a table d'hôte or club meal, and an à la carte meal.

5. Plan from this menu card a club luncheon. It is a good idea to choose the main course first and then select the other courses to fit this choice.

Select two table d'hôte luncheons. Compare these selections as to combinations of foods and price.

6. Plan dinner for two à la carte. Choose a meal similar to the one from the table d'hôte menu. Compare the price. Also, compare the convenience of each. Which is the better plan? Why?

CHAPTER NINETEEN

❧ Illness and Emergencies

When illness comes, the first concerns are the recovery of the one who is ill and the prevention of spread of the disease. It is not always possible for the doctor to diagnose the cause of illness at once. From the start of an illness it is wise to take precaution to prevent its spread, for "an ounce of prevention is worth a pound of cure." The precautions that every family should take when illness begins are:

1. Isolate the patient. Many diseases are highly contagious at the very beginning of the illness. Even if the illness should not prove to be contagious, sick persons are better off if they are quiet.
2. Sterilize all dishes from the sick room. The best household process for sterilization is to cover the dishes entirely with water, bring to the boiling point, and boil not less than two minutes. Do not wash the dishes from the sick room with any other dishes.
3. In the tray of a patient suffering from an infectious disease, use paper napkins and doilies because they can be burned. Any linens used should be boiled before being returned to household use.
4. If the disease is diagnosed as infectious, the physician will give instructions which should be rigidly carried out. Everyone in a community has a responsibility to help prevent the spread of disease.

Helping in Illness. The routine of family living is always somewhat upset by illness. If you are fortunate in not being the patient, there are many ways you can help. Quiet is always necessary in illness. Therefore, if you change your activities so that the house is as quiet as possible, you are helping. Reading, knitting, sewing, quiet games or hobbies, and studying are activities that will not disturb the patient, but the radio, shouting, boisterous laughing, active play, running through the house, and banging doors should all be avoided. Performing extra chores is a very good way to help in illness. Perhaps you can do the usual chores of the one who is sick, or help with the chores of the one who has the responsibility for the care of the patient. If you have a real will to be helpful, you will find a way.

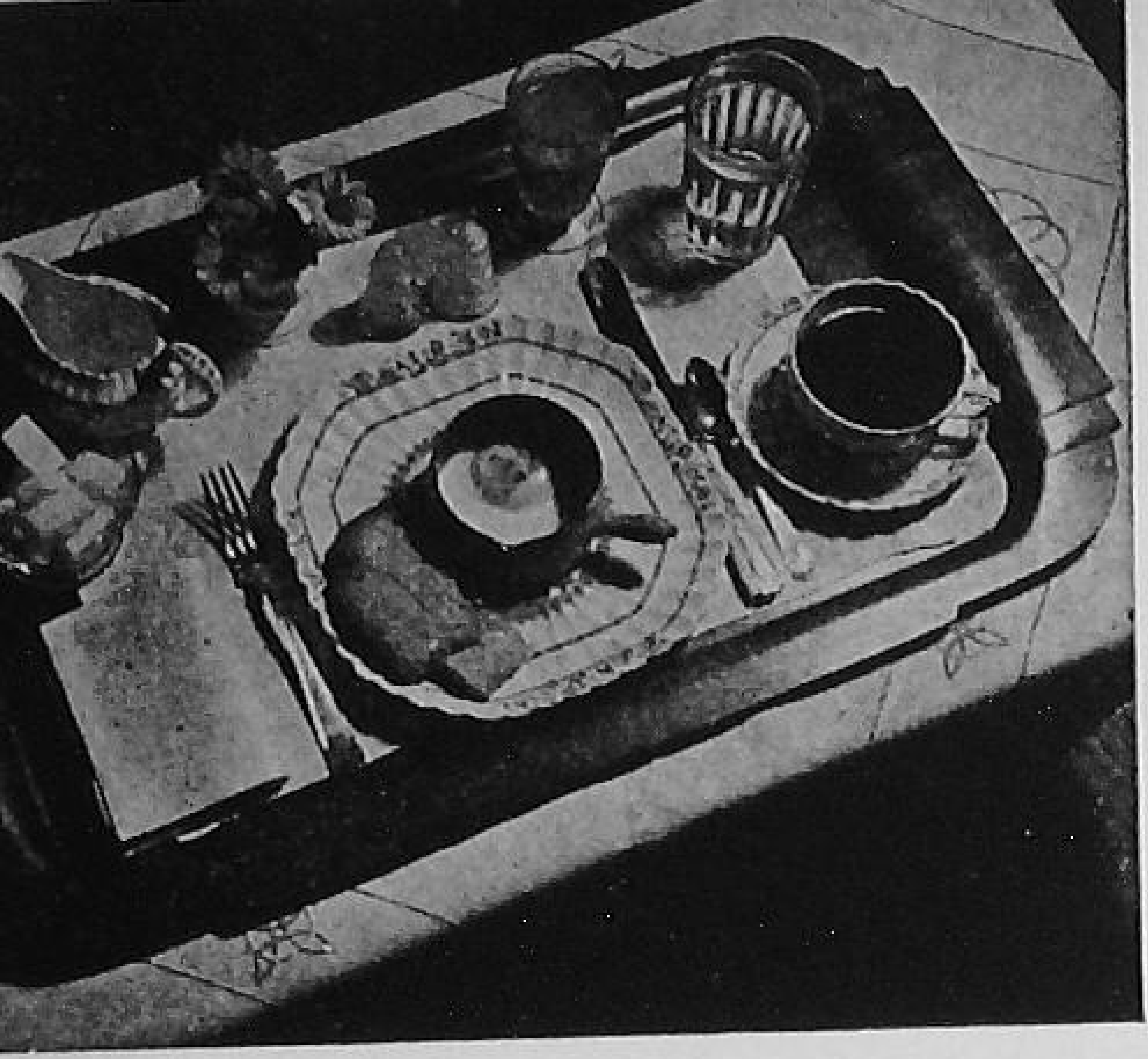


Fig. 74. A BREAKFAST TRAY FOR MOTHER

Time passes slowly when one is ill. If the illness is not infectious, and if visitors are permitted, especially when the patient is recovering, you may be able to help by interesting the patient in something. When you are a visitor, remember to be cheerful, and make your stay short. There are many ways in which you can help to entertain a younger brother or sister who must stay in bed. Often you can do this better than any other member of the family.

When Meals Are Served in Bed

Food is important in recovering from illness. Breakfast in bed provides valuable rest to one who is tired and not feeling up to par. No doubt there are times when your mother would be helped by the luxury of not having to get up to breakfast. You should be able to prepare and serve a meal on a tray to a person in bed. Do not wait for an illness; try your hand at preparing a breakfast tray when someone in your home is tired and does not feel like getting up. Rest may help to prevent an illness.

A tray with folding legs adds much to the comfort of the person who eats in bed. The tray should be carefully laid with the silver, dishes, glass, and table linen needed by one person for the meal served. A flower or two adds a desirable touch to a tray. Avoid tall vases, glasses, or serving dishes that may be easily tipped over. The food, and the way it is served, must be dainty and attractive, for when the appetite is poor one must be tempted to eat. Simple food excellently prepared and attractively served often stimulates appetite.

Why not try your hand at serving breakfast in bed for mother some morning? Practice makes perfect and, when illness comes, you would have the skill to be a real help.

When Emergencies Occur

What do you do when an accident happens? Different persons act differently. Some run away or show excitement in ways

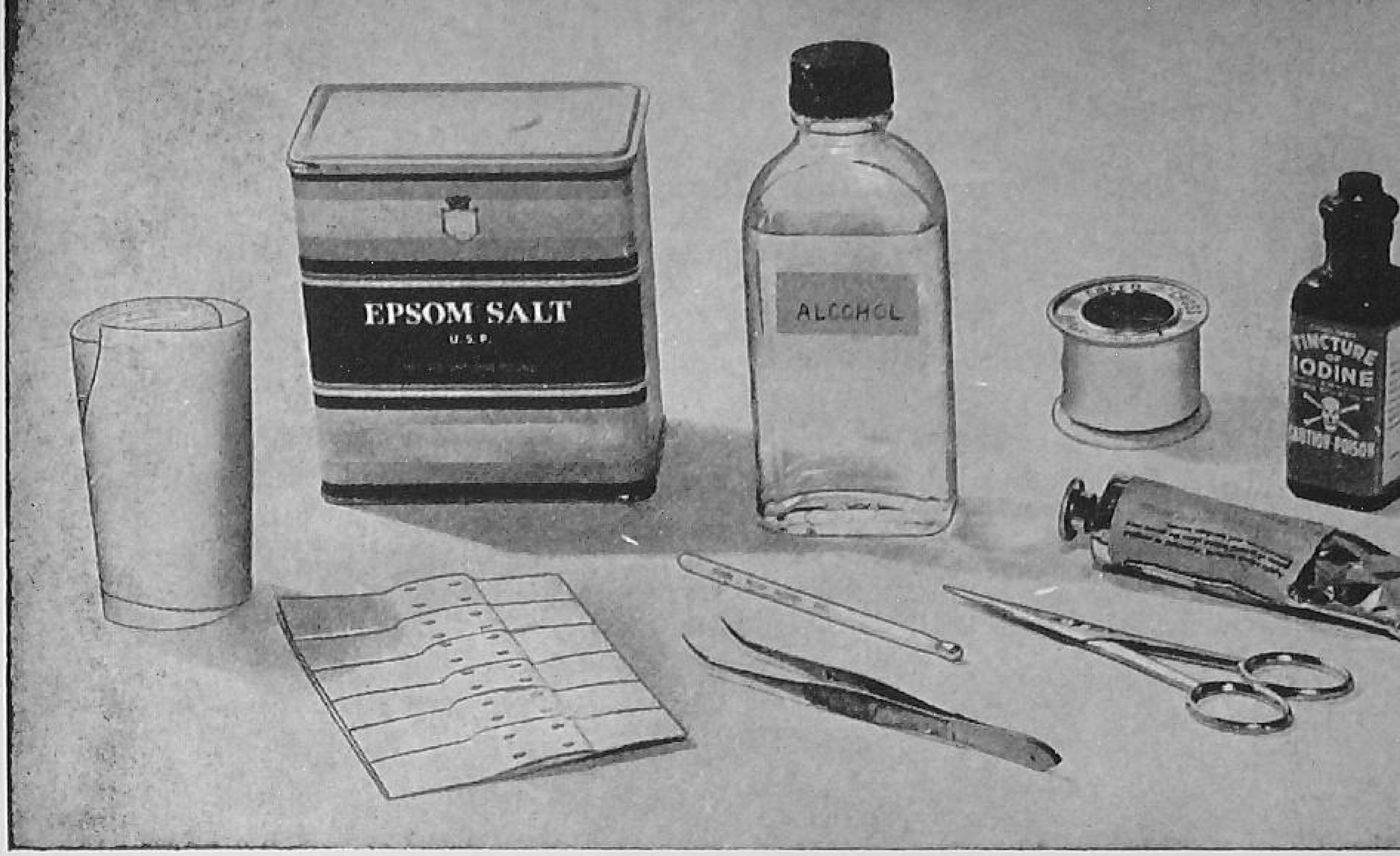


FIG. 75. SOME FIRST-AID MATERIALS

that are not helpful; others do nothing, and that is what one should do if he doesn't know what to do; but others do something helpful, keeping calm and clearheaded enough to do that something efficiently. Everyone should be able to think clearly and act efficiently in an emergency.

A high-school class was attending a County Fair when one of the girls fainted. Another girl who had had a course in home nursing immediately took charge, gave instructions to others who joined in helping her, and the patient was soon revived. Everyone should learn enough about first aid to be able to take charge in an emergency of this kind.

The American Red Cross has developed a practical course in first aid which thousands of people have taken. Any group of people who want a course in first aid may apply to the local chapter of the American Red Cross for an instructor to teach them.

The Medicine Chest

One of the requirements for first-aid work is to have adequate supplies on hand in a convenient, safe place. Every home and every school should have a medicine chest supplied with the minimum needed articles for emergencies. It does not cost very much to provide these basic supplies. It is better to buy most medicines in small amounts, for they lose their usefulness if kept too long.

The following are some of the basic items that should be in a first-aid kit or medicine chest:

First-aid dressings (sterilized of course):

- Adhesive tape
- Absorbent cotton
- Gauze bandage, 1 and 2 inches wide
- Gauze pads, large, and small
- Convenient packages of sterile bandages are available with the gauze and the adhesive tape combined in a ready-made bandage convenient for minor injuries.
- Another convenience is sterilized cotton swabs.
- Both are inexpensive and are packed in oil paper envelopes so they can be kept sterile in the first-aid kit.

Equipment

- Scissors
- Tweezers
- Clinical thermometer
- Medicine dropper
- Teaspoon
- Glass or paper cups

Medical supplies

- Mild tincture of iodine (2%)
- Bicarbonate of soda or baking soda
- Rubbing alcohol — 1 pint
- Boric acid powder — 4 oz. box
- Aromatic spirits of ammonia — 1 oz. bottle
- Mineral oil or milk of magnesia
- Vaseline — 1 tube or jar
- A good cough sirup
- A menthol product (for opening nasal passages in colds)

Check the contents of the medicine chest at home to see if these articles are present. If they are not in the chest, talk to your mother about supplying any that are missing.

What Should the First Aider Do When Someone Is Injured?

Of course you cannot diagnose the need for treatment in severe injuries, but there are many things that you can do if you have some knowledge of first aid.

1. When a person is injured, the first thing to do is to keep the person lying down in a comfortable position until the seriousness of the injury is determined. This is to prevent fainting and may prevent shock which often occurs with accidents. Do not let the patient stand, and it is better not to let him sit up.

2. A *trained* first aider should examine the injured person to determine the extent of the injury. If blood is seen soaking through clothing or running out of a coat sleeve, enough clothing should be removed to give a clear view of the wound. *Do not move* the injured part to remove the clothing. It is better to rip the seam or to cut off the clothing.

3. The patient should be kept warm. As soon as the type of injury is determined, the patient should be placed on warm clothing or blankets and covered with them.

4. Someone should be sent to call a physician or ambulance just as soon as the seriousness of the accident is determined. One should be sure that he has the necessary information before calling a physician. It will be necessary to tell the physician where the patient is, the cause of the injury, and its probable extent, and what first aid is being given.

5. If the patient is conscious, he should be given some aromatic spirits of ammonia — a teaspoonful well diluted in water, as a stimulant. An unconscious person should never be given any type of liquid.

6. It is advisable to prevent anyone who is not trained in first aid from administering to the patient. The wrong procedure may cause additional injury.

7. The onlookers should be kept away from the one injured. If the onlookers crowd around they may shut off the air, stir up dust which may settle in the wounds, and generally disturb the patient. Sometimes the best way one can help in an accident is by not being an onlooker.

As soon as the doctor arrives, the work of the first aider is over unless he is asked to assist the doctor in his work.

Some Help That You Can Administer

In this book we shall not be able to discuss in detail first-aid measures; there are, however, many minor injuries that can be handled with some knowledge of first aid. It is advisable to study these treatments carefully in order not to be confused when it is necessary for you to think quickly and remain cool-headed at a time of emergency. In addition to this brief study you should take a course in first aid and home nursing.

Nosebleed. Nosebleed is common among boys and girls of your age. Usually no first aid is necessary unless the bleeding continues.

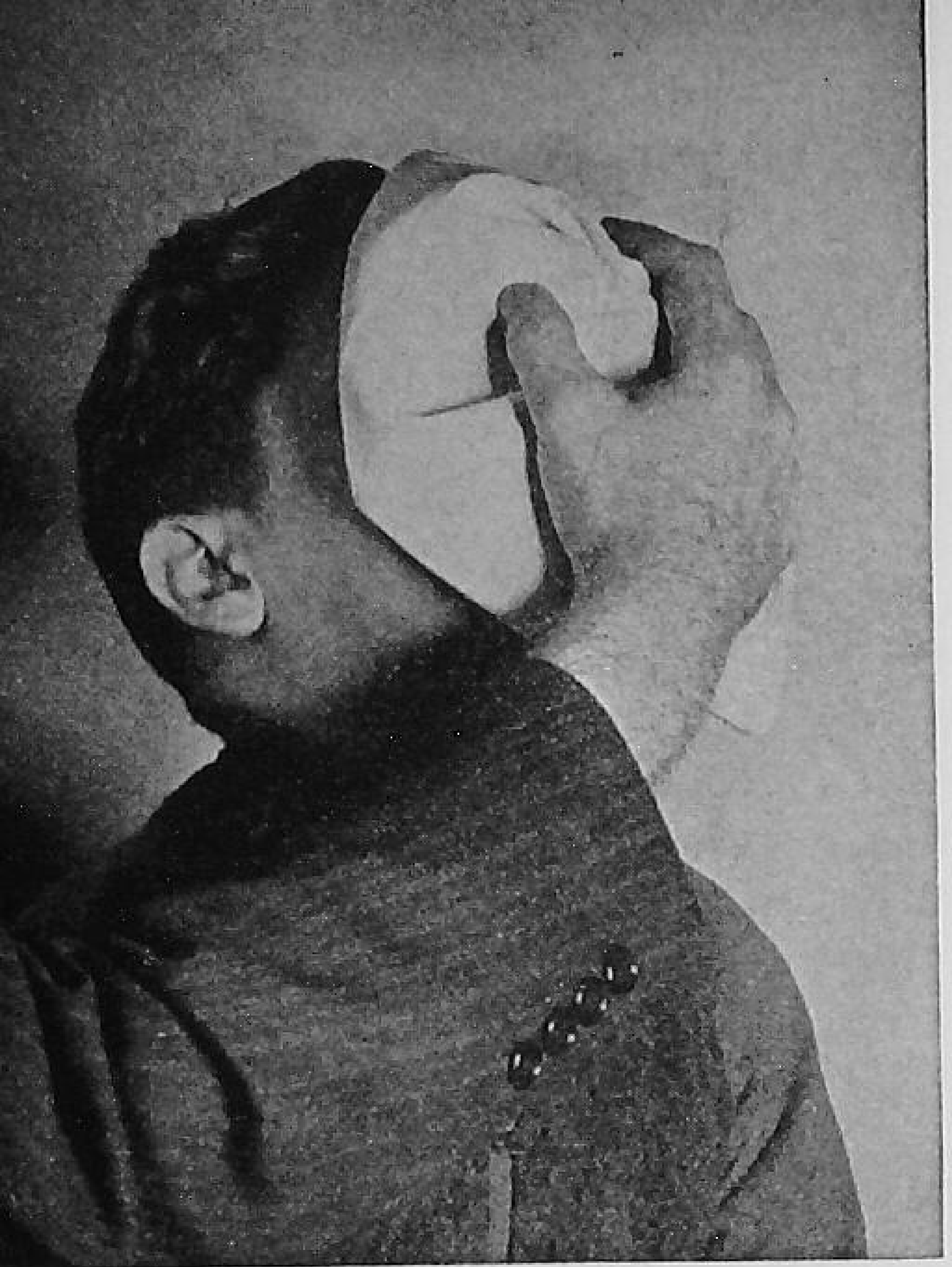


FIG. 76. AN ICE PACK APPLIED TO THE NOSE TO STOP BLEEDING

The patient should sit with the head thrown back, breathing through the mouth. Cold wet pads or pieces of cloth should be applied over the nose. Pressing the nostrils together firmly for four or five minutes may be effective. The patient should avoid blowing the nose for a few hours. If one's nose bleeds often, it is best to consult a physician.

Sprains. Sprains are temporary dislocations of the joint; the bones are thrown out of place but immediately spring back. The wrist and ankles are the joints most frequently sprained. Sprains are recognized by severe pain at time of injury, swelling over the joint, and inability to use it without pain. When a sprain occurs, the injured joint should be kept elevated for some time. Cold cloths or an ice bag should be placed on the injured part. A doctor should be called to ascertain the seriousness of the sprain, and to prescribe the treatment.

Wounds. First-aid treatment for wounds consists in stopping the bleeding and preventing germs from entering the wound. Wounds should be dressed immediately with a sterile bandage or other sterile cloth.

Small cuts and scratches should be painted with a two per cent solution of tincture of iodine. Be careful not to apply too much iodine, since iodine will burn the skin. As soon as the iodine is dry (never before it is dry) a sterile bandage should be placed over the cut.

When even a small wound that has begun to heal becomes painful and begins to throb, the patient should be taken to a doctor immediately, because this sensitiveness may mean an infection.

If a fresh wound is bleeding severely, a sterile pad or gauze should be placed on the wound and pressure applied by means of a tight bandage or straps of adhesive. Sometimes hand pressure directly

over the wound is necessary to stop bleeding, but a wound should come in contact only with sterile material for care must be taken to prevent infection. When the skin is broken there is always the hazard of infection which can be avoided with care.

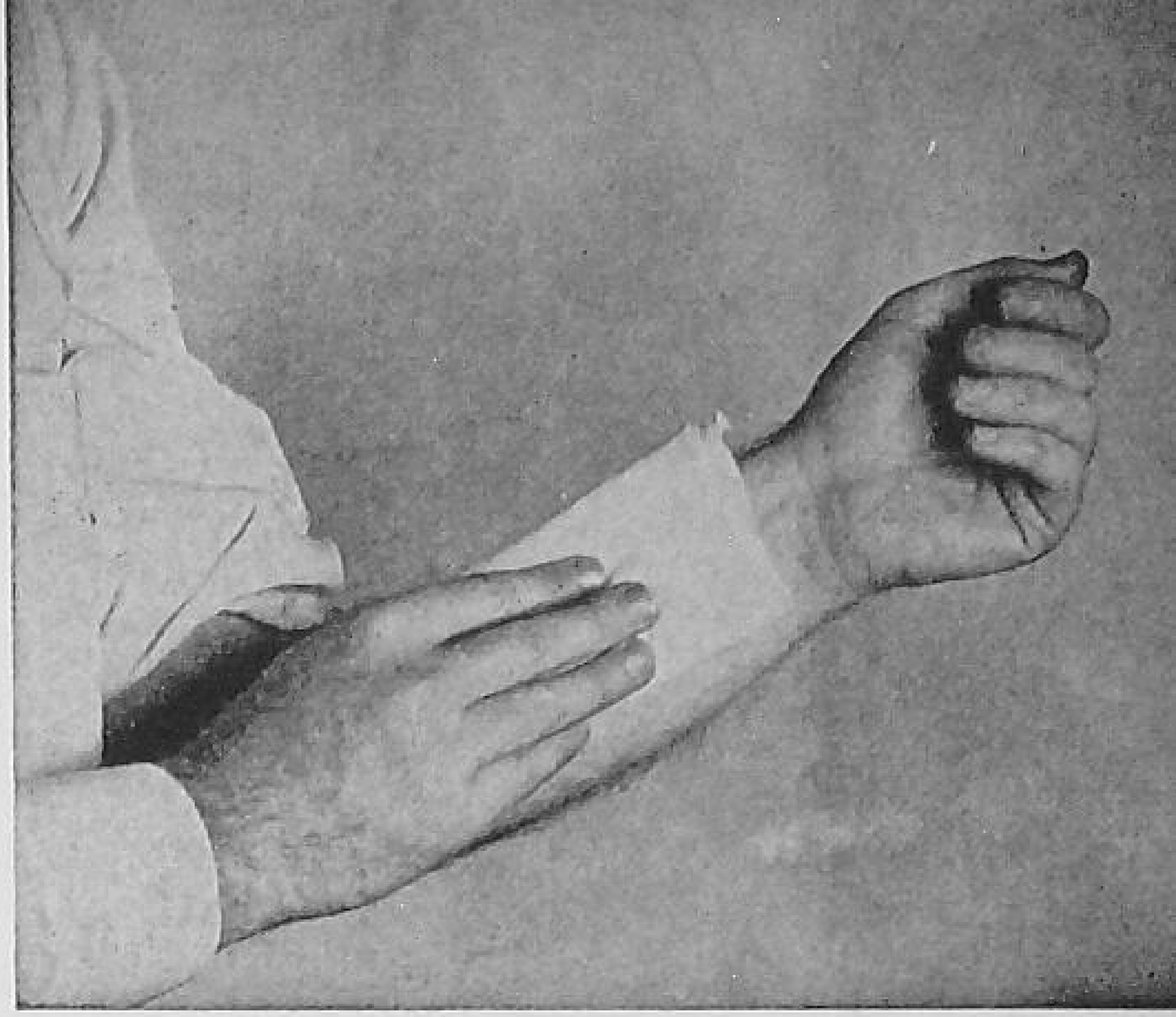


FIG. 77. A PAD PRESSED TO A WOUND TO STOP BLEEDING

Splinters. Sticking a splinter or nail in one's foot, or puncturing the finger, or face with a pin or needle may be serious, particularly if the puncture is made by a dirty stick or nail because of the possibility of tetanus infection (lock-jaw). Such an accident needs the immediate care of a physician because the puncture should be opened and thoroughly disinfected. No amateur should undertake this job.

If the splinter goes in just under the skin, remove it and disinfect the wound with 2% tincture of iodine. If the puncture is deep, remove the foreign body and have the wound treated immediately by the doctor.

Burns. The dangers from burns are chiefly shock and infection. In treating simple burns, make a paste of baking soda and water and spread it lightly over the burn. Keep the paste moistened as long as the burn is painful. If the burn is more extensive, a piece of gauze or clean cloth should be soaked in a lukewarm solution of baking soda and applied to the burn. The solution should be made of a quart of boiled water and 3 tablespoons of soda. Iodine should never be applied to burns. If the burn is severe a doctor should be called immediately.

Sunburns are dangerous if severe. The person who has been sunburned should be removed to a cool place, the clothing removed from the burned area, and the burn treated with any good burn ointment.

Aches. Earache can often be relieved by applying either an ice bag or a hot water bottle to the outer part of the ear. Usually cold packs will give relief sooner than heat. If the earache persists, the patient should be taken to a doctor.

Toothache may be relieved by either hot or cold applications on

the outside of the jaw. The treatment should be continued until the pain is eased. The patient should see a dentist as soon as possible to ascertain the cause of the ache.

Pain in the abdomen, which you probably call stomach ache, may be due to over-eating, to food-poisoning, or to appendicitis or some other serious trouble. An ache or pain is always a warning. When there is an acute abdominal pain which persists it calls for caution in the following ways:

1. Go to bed and keep quiet. If there is vomiting, fever, continued pain, or soreness call the doctor at once.
2. Do not eat or drink.
3. Do not take a laxative.
4. Do not take an enema.
5. Do not use hot or cold packs until you have the advice of a physician.

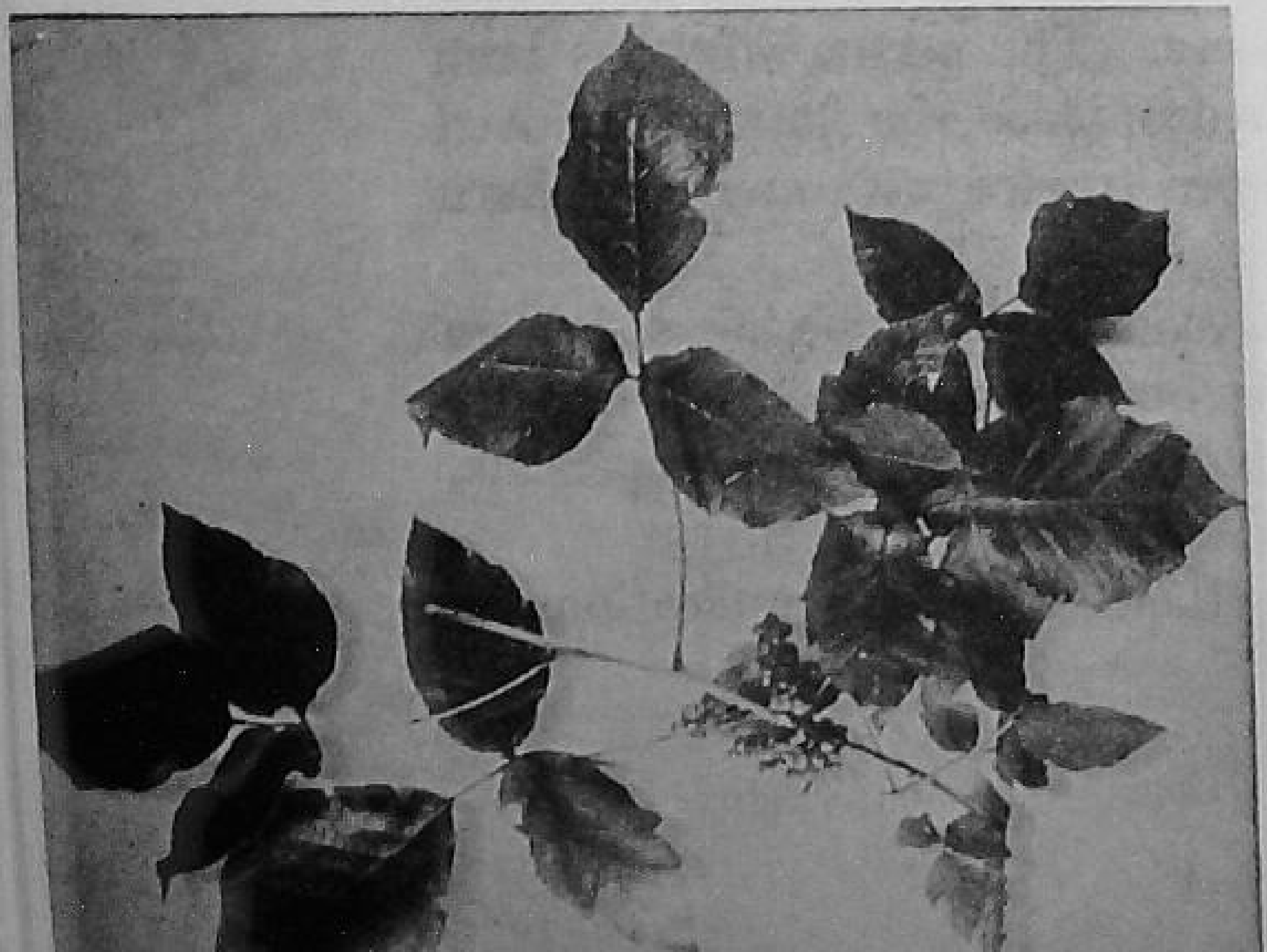
Insect bites. Many insect bites cause irritation, swelling, and inflammation. Before treatment the sting of the insect should be removed if still present. If the bite is covered with a paste made of baking soda, or a cloth moistened with ammonia water, the pain will be relieved. Cloths wrung out in cold boric acid solution will give relief if there is much swelling and pain. The patient should avoid scratching the bite.

Poison ivy. Prevention is the best treatment for poison ivy, oak, or sumac. Find out how to identify these plants and avoid them. If one knows that he has been exposed to a poison plant, he should wash the exposed part five or six times with a thick soap lather, preferably from yellow laundry soap. Do not use a brush as this will irritate the exposed part. After this thorough cleaning, the exposed part should be thoroughly washed with rubbing alcohol and then rinsed in clear water and dried. If a rash develops it is wise to see a physician. The foregoing precaution will, however, usually avoid further trouble unless one is especially susceptible to the poison plant.

Sty. A sty should be handled

FIG. 78. POISON IVY

Everyone should be able to recognize this dangerous plant.



carefully because it is an infection of the small glands of the edge of the eyelid. When a sty forms the pain may be lessened and the formation of pus hastened by using compresses wet with water as hot as can be borne comfortably. When pus appears, that is, when a yellow spot is seen, the sty should be opened by a doctor.

Foreign objects in the eye. In order to remove a foreign object from the eye, flush the eye with a boric acid solution. This solution is made by dissolving one teaspoonful of boric acid powder in a pint of water that has been boiled and then cooled. The eyelids should be gently spread apart and the boric acid solution gently poured into the eye with a medicine dropper. Chemicals in the eyes, including lime, plaster, cement, and acids, should be washed out thoroughly with great quantities of plain water immediately, and a doctor should be called. A few drops of mineral oil will soothe the eye, after it has been cleaned.

Fainting is so frequent that everyone should know how to render first aid. Fainting is caused by an insufficient supply of blood to the brain, therefore, the treatment is to keep the patient lying down with the head lower than the body. Ammonia or smelling salts held to the nose is often enough to revive the patient. Sprinkling the face with cold water is another way to revive one from a faint because cold water on the face stimulates the circulation of blood to the brain. If clothes are tight they should be loosened.

When the patient revives, which is usually very soon, he should remain lying down until he recovers. If these simple remedies do not revive a person, a doctor should be called. Be sure to keep the patient warm.

Fainting can usually be prevented. A person who is lying down does not faint. The simplest way, therefore, to prevent fainting is to lie down flat. If one cannot lie down the next best way to avoid fainting is to sit down, bend forward, and lower the head between the knees.

These are only a few of the treatments that a skilled first aider would need to know. For additional information consult the *First Aid Text-Book* of the American Red Cross. For a detailed study of first aid join a Red Cross first-aid class.

CLASS DISCUSSION AND ACTIVITIES

1. Is there a medicine chest in your home? Your school? Does it contain all the things for efficient first-aid work?

2. What would be the cost of equipping an adequate first-aid kit or medicine chest in your locality?

3. Find out what opportunities there are in your community to learn more about first aid, and home care of the sick.

4. Collect clippings from the newspapers of accidents in homes. Discuss ways of preventing them. What first-aid treatments would you give in each case?

5. Discuss some accidents that have occurred at your school and the first-aid treatment needed.

6. If any of the class have been to a summer camp, ask them to discuss the need for first-aid skills.

7. What precautions should you take when you have a cold in order to keep from spreading it?

BOOKS TO READ

American Red Cross. First Aid Text-Book. American National Red Cross.

Baxter, L., Justin, M. M. and Rust, L. O. *Sharing Home Life.* J. B. Lippincott Company.

Brindze, R. *Johnny Get Your Money's Worth.* Van Guard Press.

Calvert, M. R. and Smith, L. B. *Advanced Course in Home Making.* T. E. Smith.

McDermott, I. E. and Nicholas, F. W. *Homemaking for Teen-agers.* Charles A. Bennett Company.

Pierce, Beatrice. *The Young Hostess.* Farrar and Rinehart.

Ryan, M. G. *Cues for You.* D. Appleton-Century Company.

Trott, Lona L. *Text Book on Red Cross Home Nursing.* American National Red Cross.

BULLETINS AND LEAFLETS. UNITED STATES DEPARTMENT OF AGRICULTURE. HUMAN NUTRITION AND HOME ECONOMICS RESEARCH SERVICE

The Basic Seven — Eat This Way Every Day. A wall chart for the home economics laboratory.

Closets and Storage Spaces. F–1865.

Helping Families Plan Food Budgets. M–662.

How to Choose and Use Your Refrigerator. IS–56.

Natural Food Guide. L–288.

Nutrition — Up to Date, Up to You. GS–1.

Window Curtains — Planning and Selection. G–4.

CHAPTER TWENTY

What Your Clothes Can Do for You

NO ONE CAN DENY that clothes play an important part in everyday living. Most of you are probably aware of the fact that you are much more interested in clothes now than you were a few years ago. Why do your interests change, and why do clothes seem so increasingly important? The answer, of course, is that you are growing up. Clothes stand for different things to different persons. To some they are a means of protection, to others a way of calling attention to themselves and making themselves conspicuous, but to the normal, well-developed person, they serve a different purpose.

The person who has grown up to recognize real values in life will have the right point of view concerning clothes. Clothes are important to everyone, but so are many other things. The person who seems to think of nothing but clothes is considered frivolous and shallow. On the other hand one who ignores the importance of clothes is considered queer. There is always a happy medium which you will want to establish as far as your interest in clothes is concerned.

Why are clothes important? First impressions are largely based on the way a person looks; the clothes you wear play an important part in your appearance. It isn't just enough to wear a dress or suit that is clean. Your clothes must do something for you if you are to make a good impression. How can this be accomplished?

Clothes That Do Something for You

One of the first things that clothes can do for you is make you happy. If you feel that your clothes are suitable for the occasion, becoming to you, in good style, and acceptable to your friends, you will have a feeling of well-being which contributes greatly to your happiness. Having enough clothes to meet your various needs

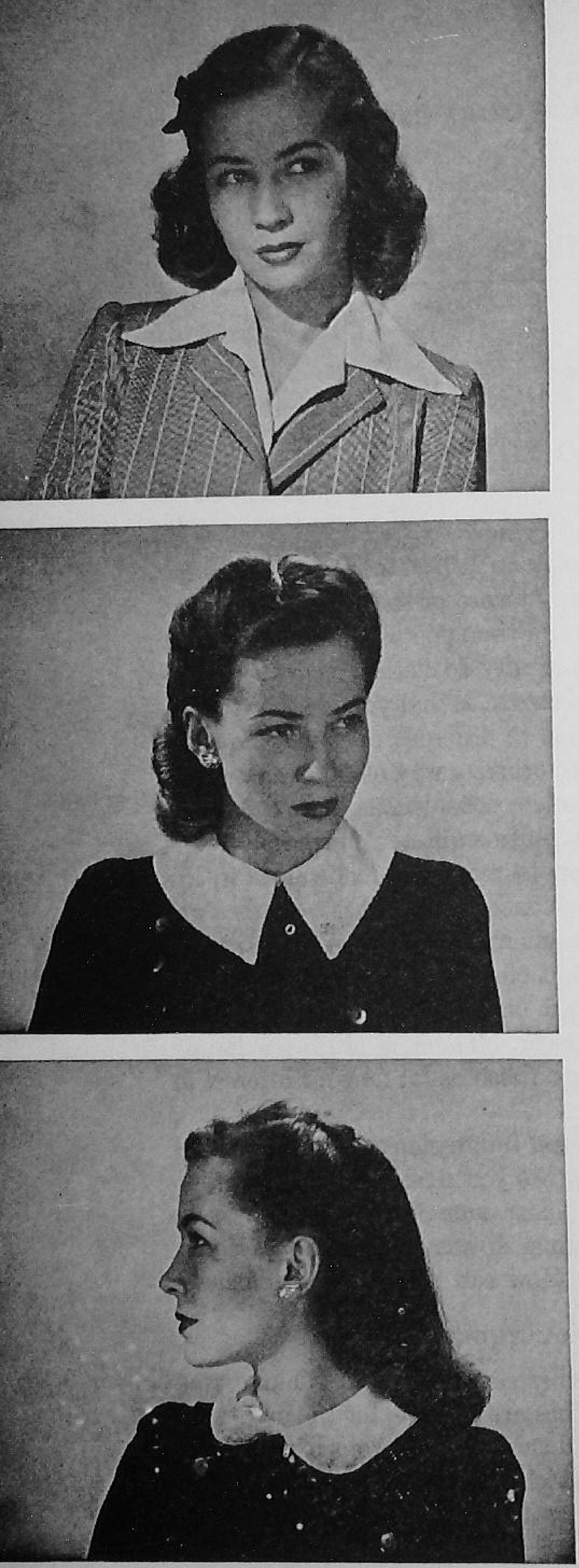


Fig. 79

WHICH COLLAR IS MOST BECOMING TO YOU?

seems important. Often a person who is ill at ease and self-conscious realizes that his or her clothes are not right and consequently is uncomfortable and unnatural. A person who knows his clothes are right and who has dressed carefully and is well-groomed can then forget about clothes and take an interest in what is going on around him.

Clothes can contribute definitely to your success in life. If two people of equal qualifications are being considered for a position, the chances are that the one who is the more attractive in appearance will be chosen.

You may be thinking, "All these things are true, but *how* can I learn to choose my clothes so they will do something for me!"

Know Yourself. First of all you must know yourself. This statement isn't as queer as it may seem to you on first thought. A little self-analysis is always a good thing provided you make use of what you learn about yourself. A triple mirror helps you to see yourself as others see you. If one is available, arrange the mirrors so that you can see yourself front, back, and sides, that is, from all angles, without twisting. Just what do

you look like? Do you like what you see? Is your posture good? What are your best points and what would you like to change or minimize?

These questions imply many things. Jane will realize she is so tall and thin that she should select clothes that will not emphasize height. John's fair skin and dark brown eyes are attractive and should be emphasized or played up. Making the most of one's appearance doesn't apply only to girls and women; it is just as important that boys and men be well-groomed and correctly dressed. You must see yourself as others see you. What can you learn to do in selecting your clothes so you will make a favorable impression?

Line and design. The lines of a garment may produce the effect of making it seem wider or longer. By choosing the lines that are most suited to your figure, you can help to make clothes do something for you.

Neck lines and collars play an important part in selection of dress design. A collarless dress or a long V-neck will seem to add to the length of the face and neck, while a square, broad collar or neck line will appear to add width to the face and shoulders. Lengthwise lines carry the eye up and down and will usually seem to add to a person's height. Sometimes, however, if lengthwise lines are too far apart they seem to broaden rather than lengthen the figure. Lines that go around the figure also emphasize width.

Therefore, if you are very tall and slender, if your face is long and thin, and your neck long, you should avoid long lines that will make you look still taller; instead, choose horizontal lines.

The short, plump girl should avoid lines that seem to make her look stouter, such as broad neck lines, wide belts of contrasting color, and bands or ruffles around the skirt. Long lines will appear to add to her height and have a slenderizing effect. A short stocky boy should not choose a belted coat with a yoke across the back. A coat with straight lines and narrow lapels will be much more becoming to him because it will make him seem thinner and taller.

The lines which make so much difference in the effect and becomingness of a dress are a part of the design of the dress. They are emphasized by seaming and by trimming or even by the pattern in the material used. Seams may be almost lost on a material with a small all-over pattern. If you are going to make a dress and have chosen a pattern with many gores in the skirt it will therefore be wise to choose a solid color material. Thus you will not lose the slenderizing effect of the pattern design.

If the design in figured material is quite large, many seams will break up the design and it will not be so attractive. A *very* large design in material is conspicuous and makes a person look larger than she really is.

You may have heard someone say the proportions of a dress are good. This means that the space divisions of the dress are pleasing; that is, the length of the waist is pleasing in relation to the length of the skirt and the total length. Unequal divisions of a given space are more interesting than equal divisions. In 1929 dresses were long-waisted and skirts short. This divided the costume into two equal parts. Compare that style with present-day styles. Do you agree that the proportion is more pleasing now than it was then?

Lengths of boys' coats in relation to the length of shorts or trousers may produce good or poor proportions in a suit.

Individuality in Clothes

Clothes afford an excellent opportunity to develop individuality and self-expression. When you were younger you may have wanted

FIG. 80. PLEASING PROPORTIONS

Horizontal lines are good for tall, slender figures. Vertical lines and an absence of horizontal breaks in the figure make a plump girl look more slender.

a dress exactly like one your best friend had. Now you realize that no matter how attractive her dress may be it would not look well on you because you are different in size, coloring, and in personality. We are all individuals and very few friends are so much alike that they can wear the same clothes equally well. Even twins may be different enough to look better in clothes that are not just the same. The world is much more interesting because people are different in personality and in appearance.

You should feel flattered if someone tells you your new dress just suits you, or looks just like you, because you can feel you have learned to choose the things that are becoming and that suit your personality. Be careful not to get in a rut in selecting either colors or styles. Because blue is becoming, don't feel that you always must wear blue. Other colors may be equally becoming and will avoid monotony. Combining colors is also important because your clothes must harmonize if they are to be satisfactory. In the fall and winter, when a coat is usually necessary, it is a good plan to make the coat the center of your color scheme. If you do this your dresses and accessories will be right. Each season if you will try to work in at least one new color that harmonizes with the colors you already have, but adds a new note of interest, you will avoid monotony. This is important because we do not tire of clothes nearly so quickly if they are different from our old ones.

Individuality in Boys' Clothes

Although clothes for boys and men are more standardized than women's clothing, there is plenty of opportunity for individuality.

A boy interested in athletics will probably choose tweeds for everyday wear because they are sturdy looking and will make him look big and husky. He will also like to wear sweaters and sport shirts because they are comfortable.

The boy who is less active undoubtedly will prefer clothes that are less bulky. His choice will include harder textured fabrics and more tailored styles. Activities play a very important part in the selection of clothes.

Either type of boy will have equal opportunity to express his own individuality with the ties, handkerchiefs, socks, and sweaters he selects.

Harmony of style, texture, and color must be considered by everyone who wishes to be well-dressed.

Sturdiness and simplicity are outstanding and important characteristics of masculine apparel, but you need only to look around at any group of men or boys to realize that color, line, and individuality are also important.

Fads and Fancies

There are many fads that are planned especially to attract young people. A fad is a sudden style that is more or less extreme and does not last long. It appeals because it is different. Some morning on your way to school you may notice that nearly every girl you know is wearing a bangle bracelet. Perhaps every boy you meet is wearing a cap covered with buttons.

Before you succumb to a fad, take time to do a little thinking and questioning. Ask yourself whether it conforms to the rules of good taste? If you buy this, will you have to go without something you need? What is good taste? Dr. Paul Nystrom, an eminent educator, in *Economics of Fashion* says, "Good taste is making the most artistic use of current fashion." He adds to this the idea that we must never fail to consider what other people may think of our choices.

This should be a real guiding principle. You will then *adapt* new fashions to yourself, thus having clothes that are up-to-date and also becoming. You will avoid eccentric styles which are seldom becoming, and you will not feel out of style when you fail to follow all the latest fads.

These things that help your clothes do something for you don't just happen. You must study the problem if you want to be sure your clothes are an asset and not a liability.

Planning One's Clothes

Even though "the best-laid schemes o' mice an' men, gang aft agley," we are better able to meet emergencies and unexpected happenings if we have made some plans. If you are going to have a party you make plans. You decide who will be invited, what will be done for entertainment, what you can afford to spend, and what you will serve for refreshments.

Just as a party would not be successful unless well planned, neither can your clothes be satisfactory unless they are planned. What should be included in a clothing plan? What should be taken

into consideration in making a clothing plan and how should the plan be made? A clothing plan should be made for a definite period of time — a season or a year. Because many of our clothes can be worn all the year, a plan for a year is probably more useful. Before you can make your plan you must consider what clothes you have and what you think your needs will be. Also you must have some idea of what you can spend for clothes. You must not just decide off-hand how much you will spend. You must have some basis for your decision. The best way is to find out how much your clothes cost last year, and what your share of the family allowance for clothing will be for this year. No one who is considerate will ask for more than his or her share.

The Clothing Inventory

Your first job will be to find out what you have. How else could you decide what you need to buy! Have you ever gone into a store soon after the first of January and found all the salespeople busy counting cards of buttons, or unrolling bolts of material, measuring it, and then winding it back on bolts? If you were a bit curious and asked what they were doing you were told they were taking inventory, or taking stock. It is necessary for people to know what they own and to know the condition of these possessions if they want to plan wisely. After taking inventory of your clothes you may be surprised at the amount of clothing you have when perhaps you may at times have said, "I haven't anything to wear." Maybe the reason for that remark was the condition of your clothes rather than the lack of them. Poor selection may have been responsible too.

This week-end you might plan to find out just what clothes you own. A plan for making this inventory will help. Every article of clothing, no matter how old, should be listed.

Form for Inventory

You will probably like to use cards for your inventory. They are easy to handle and easy to file, and later, when you are planning new clothes, they are easy to use.

There should be one card for each group of clothing. The following groups are suggested, but if these do not meet your needs you can plan the groups you should have.

JANE'S INVENTORY

I. Coats, jackets, rain togs
II. Dresses
  School dresses
  Dress-up dresses
III. Sweaters, blouses, skirts
IV. Hats, caps
V. Underwear and sleeping garments
VI. Footwear
  Shoes
  Hose
  Galoshes (overshoes), rubbers
VII. Housewear
  Smocks and aprons
  Housecoats
VIII. Accessories

JOHN'S INVENTORY

I. Overcoats, jackets, raincoats
II. Suits
III. Extra trousers, shorts, slacks
IV. Shirts
V. Sweaters
VI. Hats, caps
VII. Underwear and sleeping garments
VIII. Footwear
IX. Accessories (ties, handkerchiefs, etc.)
X. Special (Boy Scout uniforms, etc.)

Each card will have the same heading Clothing Inventory, and the correct sub-heading. Clothing will be itemized and the cost of each item recorded. On the last line of each card record the total

Clothing Inventory Coats, Jackets, Rain Togs		Date Jan 19—
Description of Garment	Condition and Comments	Cost
Brown tweed school coat-rayon twill lining	2 years old Material still good. Outgrown. Fitted style not good. Lining worn badly.	$18.95
Tan jacket	New last spring. Cardigan. Comfortable.	5.98
Red pliofilm rain cape	Good	1.00
	Total	$25.93

FIG. 81. A CARD FROM JANE'S INVENTORY

Clothing Inventory — Sweaters | Date: Jan. 19—

Description of Garment	Conditions and Comments	Cost
Gray sleeveless sweater – wool	Bought fall year ago. Still good. Medium weight. Comfortable to wear	$3.98
Blue sleeveless sweater – wool and cotton	Bought last fall. Faded and shrank when washed. Very unsatisfactory.	1.98
Wool slip-on, brown	Bought two years ago. Warm. Good for winter wear. Comfortable. Very good	3.98
	Total	$9.94

FIG. 82. A CARD FROM JOHN'S INVENTORY

cost of the clothes. The last card will have a list of the groups and the total cost of each and on the last line of this card, the cost of all your clothes. If you do not know what your clothes cost, ask your mother to help you by giving you this information.

What can you learn about yourself and about the selection of clothes from an inventory? Have you learned to take care of your clothes? Could you prolong the service by caring for them more carefully? Do you have clothes you do not need or use?

After making an inventory you may decide that you still are not ready to make a clothing plan. You will probably realize that you know very little about clothing costs (unless you have had some responsibility in the past for selecting your clothes and have kept some record of your expenditures). Knowing how to make wise selections may be puzzling too.

LEARNING THE VALUE OF MONEY

The most satisfactory way to learn how to manage money — to learn its value, what it can do for you, and what you can do with it

— is to keep a record of what you spend it for, and of the satisfaction and service received from your purchases. Such a record will help you with future planning for the use of definite sums.

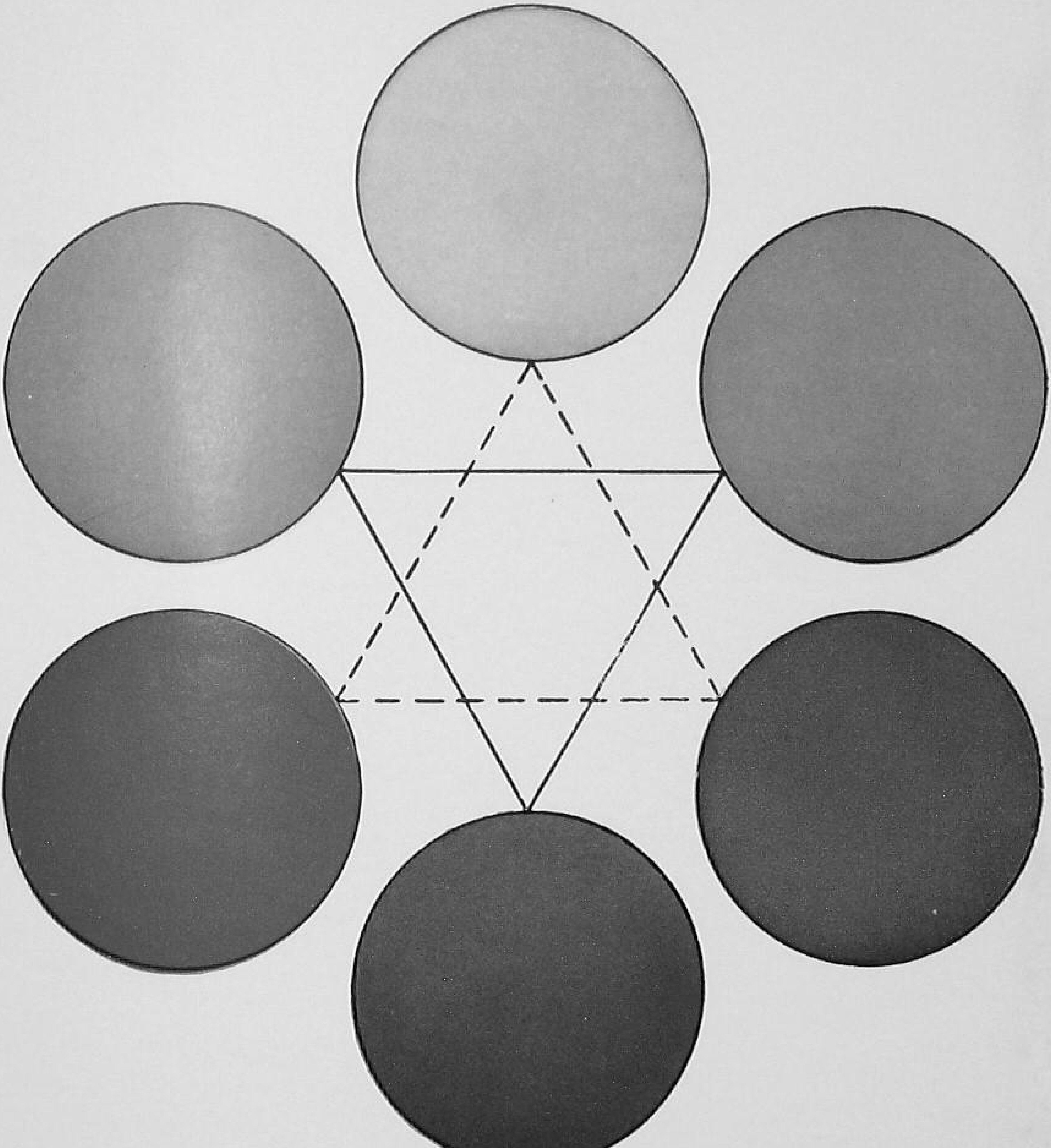
Allowances — or Not!

One of the first things most people must think about when planning clothes is the cost and whether or not they can afford to buy the things they need and would like to have.

Even junior high school boys and girls realize the need of having money in order to buy the things that are necessary to living and to enjoying living. How the money you need is acquired varies with different families. Circumstances alter cases. The ideal way for anyone to learn to use money wisely is to have a definite amount of money for certain needs and to assume the responsibility for using that money to the best possible advantage. An allowance provides this opportunity. This allowance may be for spending money only — or recreation; or it may be supposed to cover all personal expenses; that is, clothes, recreation, gifts, Scout dues, church and Sunday School, personal grooming, etc. How much responsibility do you feel you can safely assume?

It is not always easy for a family to plan for a definite allowance for the children. If the cash income is indefinite and irregular, you might not be able to have a certain amount each week or month. In such a situation, you might keep a careful record of all the money you receive and of your expenditures for a definite period of time. Such a record should include everything bought for your personal use and pleasure. If at the end of the time you can show that you have tried to plan your expenditures wisely, when it is possible perhaps your parents will put a sum of money into an account for you to use. When people are old enough to be thoughtful and to assume responsibility they do not like to have to ask for money every time they need a tablet, Scout dues, or other things, whether large or small. Such a plan does not teach money management, something that everyone must learn. Either you must learn to manage your money or your money will manage you.

Whatever plan you and your parents make will work if you will do your part. Your part will include such things as planning your needs (essentials first), learning how to buy wisely the things you need, keeping records of what you buy, and occasionally taking stock of the real satisfaction you have received from your money.



COLOR CHART

(See Chapter 21, "Color Makes a Difference.")

What you *need* and what you *want* are sometimes quite different. A really good clothing plan will include both. If you do a very good job of buying first only what you need you are much more likely to be able occasionally to buy some of the other things you especially want. Learning to plan and to buy wisely presents a real challenge to you to prove your ability to assume financial responsibility.

Make your spending a game and when you cross the goal line with a good plan and a satisfactory record of your expenditures you can check up an excellent score for yourself. The satisfaction in winning this game will be of unending value to you.

Jeannette, a junior high school girl, made her spending a game. You may decide what her score was. She lives in a city where more money is needed for everyday living than is needed in a small town.

Her father is in the insurance business and his income may be larger than that of some of your fathers. A lower income, however, in a smaller town will go just as far as a larger income in a big city.

Jeannette realized that she was spending quite a sum of money and it seemed as though she was always asking for more, so one day she asked her parents if she might not have an allowance for the next year. After planning together they decided that an allowance of fifteen dollars a month should cover all expenses for clothes, grooming, school, recreation, gifts, and church. The agreement was that she would receive her allowance the first of each month. She would plan before buying, asking her mother's advice when necessary, and would keep a record of her expenditures. Borrowing on next month's allowance would not be permitted, and she was not to ask for things she could not buy out of her allowance.

Jeannette was interested in this new experience and she was anxious to convince her mother and father that they had made a wise decision, so she began the new year in high spirits and with many resolutions. Although fifteen dollars a month looked like a good deal of money, she knew she must be careful about her expenditures if she were to be able to buy the things she needed and to continue to do the things she enjoyed. She started the year with \$2.57, and during the first month earned \$1.25, so her total for the month was \$18.82. At the end of the first month she had a balance on hand of \$12.85. At the end of the second month her total balance was \$18.63. You see, she was planning and saving for the spring clothes she knew she would need later. In April and May she

August 19–		
Date	Receipts	Expenditures
1 Balance on hand	$16.86	
3 Allowance	15.00	
13 Sunday School and church		.20
22 Pattern for dress		.50
3½ yd. gingham		4.75
⅜ yd. pique		.35
Zipper		.25
25 Addressing letters	.50	
29 Wool skirt		5.98
Total	$32.36	12.03
Balance	20.33	

FIG. 83. JEANNETTE'S ACCOUNT FOR AUGUST

bought the clothes she needed with the money she had saved. Then she began saving for a winter coat which she would need to buy in October. In June she bought clothes for camp where she was to be a Junior Councilor for six weeks. She did not receive any pay while at camp but earned all of her expenses. During the year she earned $3.75 addressing envelopes for her father. This amount was added to her regular allowance.

Jeanette kept her accounts faithfully and at the end of the year studied the record of her accounts. She classified her expenditures as follows:

Recreation	$6.50	(Movies, Girl Scout, Eats, etc.)
School supplies and expenses	5.00	
Car fares	1.25	
Church and Sunday School	6.00	
Gifts	12.50	(Included all Christmas gifts)
Grooming	2.50	
Dry Cleaning	2.25	
Clothing	124.89	
Savings	19.11	

She then analyzed her clothing expenditures to see what the $124.89 had bought. Here is the list of clothing that she had purchased during the year:

Underwear (slips, panties, girdle)	$15.00
Shoes (2 prs. and one pr. tennis)	16.50
Socks	2.50
Coat	34.95
Dresses — 1 (ready-made)	12.50
Skirts — 2	13.96
Camp clothes	16.98
Material and patterns for 2 dresses	12.50

The winter coat seemed quite expensive but it was not bought without a good deal of thought. She had found it impossible to buy a coat that was well made, of good material, and a good fit for much less. So after talking with her mother and father she decided to buy this coat and make some of her dresses. Since the dresses she had made were satisfactory and she had enjoyed making them, she planned to make her wash dresses the next year.

Jeannette's parents were pleased with the way she had managed her allowance and at the end of the year they made plans with her for the next year. Her allowance would remain the same. During the preceding year most of her cleaning had been sent with the family cleaning and was paid for from the family operating budget, but she decided she should take care of that out of her allowance. She would have no single item as expensive as her winter coat.

What do you think of Jeannette and the use she made of her allowance? Do you think she came out of the game with a good score?

Her allowance may seem large to you and you may feel that you could do just as well if you had as much money to spend. Of course you could if you planned as carefully as she did. But you also can win as good a score, or perhaps even a better one, on a smaller allowance if you try, because, after all, the score is not based on how much you spend but how well you spend what you have in satisfying your needs. It is a real accomplishment to be well-dressed on a limited amount of money.

Do you know how much money was actually spent for the clothes you had last year? Were you pleased with all the clothes that

Color Makes a Difference

HAVE YOU EVER THOUGHT how important color is in your enjoyment of everyday living? Just a look at the landscape emphasizes this fact. The sky is much more interesting when it is blue with fleecy white clouds than when it is overcast with gray, and who is not thrilled with the vivid colors of a gorgeous sunset! Why does everyone stop to admire a rainbow if it is not because of the beautiful colors! We all welcome Spring not only because of the difference in temperature, but because we enjoy the beautiful colors of flowers and trees. Nature gives us excellent examples of the use of color. The Autumn colors are very different from those we welcome in the Spring. Fall colors have warmth while the lighter green foliage of Spring and Summer suggests a coolness that seems to add to our comfort.

There is a great deal to be considered in learning to use color. Since different people react very differently to colors, it is important to use them in a pleasing way. Color can be very monotonous. How unattractive a room would be if the walls and all the furnishings were the same color. Again let Nature guide us. Consider a wooded hillside in the Spring. It is true that the leaves are all green, but it is pleasing rather than monotonous because there are so many shades of green. An occasional blooming tree may add a definite note of interest because of the contrast.

If everyone could use color as beautifully and effectively as Nature does, we should have little to worry about, but when one begins planning a color scheme for a room or for a costume there seem to be many problems. The members of a family may not all like a certain color for the living room or the outside of the house. Sometimes a person may like a color but cannot wear it herself. Some people find it hard to decide what colors can be used together.

COLOR IN CLOTHING

What are the color problems that confront you? Colors that people wear should first of all be becoming; that is, the individual coloring of hair, skin, and eyes must be considered. The colors

that are combined in a costume must be harmonious, and must be used in a pleasing way. Colors must also be suitable for the season, the occasion, and the person. This does seem like a real problem, doesn't it? You may wonder how people do as well as many do in their use of color. You can learn to use color effectively if you try, but you first must learn some of the fundamental principles of color. You must also learn to be observant and try to determine why lovely color harmonies that you see are beautiful — in a picture, a landscape, or a lovely costume.

You make choices of color every day. When you decide which socks, necktie, hair ribbon, or sweater you will wear with a certain suit or skirt, you are planning a color scheme, good or bad, pleasing or displeasing. Of course you want it to be pleasing, and you can learn to make it so.

Have you ever wondered why certain people wear certain colors? Frank and Tom both have dark-brown suits which are becoming to each of them, yet the boys are very different looking. Frank has very dark-brown hair and eyes, and Tom has red hair and eyes that are almost green. Do you think it would be wise for both boys to choose the same necktie and shirt? Your answer is emphatically "No," because you realize that Frank might wear colors that would be very unbecoming to red-haired Tom.

The key to a successful solution of this problem is to know your colors. Let's see what Frank and Tom might select to wear with their brown suits.

Shirts, ties, handkerchiefs, and socks, all should be chosen so they will look well with the suit and be becoming to the person who will wear them. Frank has chosen a light tan shirt with thread stripe of dark-red and dark-brown. His tie is plaid — dark-red, light-tan, and dark-brown. The color harmony which he has produced is very pleasing and is becoming to him. But would it be attractive on red-haired Tom? If not, what colors would be suitable for the accessories for his brown suit? Let's see what he has chosen. A white shirt and a tie striped with a soft blue-green, warm tan, and small accenting stripes of rust and very dark-brown are his choice. This color harmony is very different from Frank's yet they both center around brown, and both are attractive.

Good color harmonies don't just happen. There are fundamental color principles that guide us in using color effectively. Several of these principles are illustrated in the selections made by Frank and Tom.

The selection of dark brown for the suit illustrates one important color principle — the largest area or amount of color should be dark or dull for general use. Dark colors absorb light. This makes the person or object look less conspicuous or smaller, so is a very good rule to remember.

The colors selected for the shirts bring out another suggestion for using colors — the second largest area may well be a neutral color or a neutralized color. Tan is yellow or yellow-orange neutralized or grayed slightly.

Colors that are used in still smaller amounts may be bright or in decided contrast. This rule is illustrated by the ties which both boys selected. A tie is only a spot of color, and it should definitely add a note of interest.

The principles that have been referred to are concerned with the use of color in varying amounts. You may be thinking about the different colors that were used together. Why would blue-green look well with brown? Why did Frank choose a tie that had so much red in it? Was Tom's tie more interesting because of the accenting stripes of rust and dark-brown? What is meant by accent? Why did both boys choose brown suits? After you study the "How and Why of Color" perhaps you can answer these questions.

Jane is planning her clothes for Fall and needs several sweaters to wear with skirts. She has a dark-blue skirt, a red one, and a plaid one which has blue, green, yellow, and black in it. Jane has blue eyes, light hair, and a fair skin with a pinkish tone.

She has chosen one sweater to wear with her plaid skirt — a blue one which is a lighter value of the blue in the plaid. She plans to wear a navy beret and navy socks. She would like to have a second sweater to wear with this skirt. Can you suggest one that will be different, but becoming and in harmony with the colors in the skirt? Do you think she made a good choice in the sweater she has bought?

You can solve these problems and many others correctly if you know the rules in using color.

The How and Why of Color

The three colors which are the foundation of all other colors that are used in dye or paint are red, blue, and yellow and are known as the primary colors. These colors form the framework for the color

chart, a device which shows how other colors are made from combinations of the primary colors, and the relationship of colors to each other.

In order to understand how other colors are produced we must again consider the primary colors.

Red + yellow (in equal amounts) = orange.

Yellow + blue (in equal amounts) = green.

Blue + red (in equal amounts) = violet.

There are now six colors: the three primary colors and those produced by combining any two primaries in equal amounts which are called secondary colors. Six more colors are thus obtained when each primary is added to a secondary color. By doing this, we have yellow-green, blue-green, blue-violet, red-violet, red-orange and yellow-orange — all colors that are very pleasing.

The Qualities of Color

Hue, *value* and *intensity* are qualities of color which everyone should understand because they play an important part in making pleasing color schemes. *Hue* is the name that distinguishes one color from another. Red is a hue. *Value* is the lightness or darkness of a color. *Intensity* is the brightness or dullness of a color.

A knowledge of when to use similar values of different hues or the same hue in varying degrees of value or intensity is one secret of good color schemes.

A knowledge of how colors are made and of the qualities of color should help in answering the question, "Why are some color combinations attractive and others unattractive?" But there is more to know about color than this.

Color Harmonies

A color harmony is made when different hues or different values of a hue are combined.

There are two kinds of color harmonies — *related* and *contrasting*. *Related color harmonies* are made by combining colors that have some one color in common, or by combining different shades of any one color. *Contrasting* colors are those that are not related or neighboring, but rather are opposite colors. Turn to the color chart facing page 214. Decide where each of the following colors would appear on this chart: yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green.

We have said that related color harmonies are combinations of colors that are related to each other because of the presence in each of some one color. This color ties them all together. This may be called a neighboring or an adjacent harmony. In other words, colors that are near each other, but not necessarily next to each other on the color chart may be combined. Usually the most pleasing harmonies of this type are obtained by combining colors that are between the primaries. Thus red-orange, orange, and yellow-orange might be used together effectively, but do not use them in the same values or intensities.

A *contrasting color harmony* results when unrelated or contrasting colors are used together. Such harmonies may be striking and interesting if they are well planned, but they are more difficult to work out effectively. Colors that fall directly opposite on the color chart may be used together. This is called a *complementary color scheme* because the use of the color opposite completes the use of the three primary colors; that is, yellow is the complement of violet which is a combination of equal parts of blue and red. More than two colors may be used in an effective contrasting color scheme. Blue and blue-green, adjacent colors, could be combined with their complements orange and red-orange, also adjacent. This would be called a double complementary harmony.

Another complementary harmony is produced when a primary or a secondary color is combined with the two colors falling on either side of its complement. This is called a *split complementary harmony*. Thus, blue might be used with red-orange and yellow-orange.

The *triad* harmony is made by combining the colors at the three points of an equilateral triangle, such as yellow, red, and blue, or yellow-orange, blue-green, and red-violet.

These suggestions are only a beginning, but they should be of help to you in learning to use color.

Value

A difference in values often helps to make color schemes more attractive. Light values are the colors resulting when white is added to the normal color. These are called *tints* and vary according to the amount of white added. So, you can see, pink is simply a tint of red.

When black is added to a normal color we have a *shade*. Mid-

night-blue is blue to which as much black is added as is possible and yet retain the blue color.

Intensity

Sometimes certain colors seem too strong or intense to use in large amounts. This quality may be changed by graying or dulling the color. Intense colors are very effective when used in small amounts.

Warm and Cool Colors

A study of the colors Nature uses suggests seasonal colors. Colors that have warmth are more pleasing in the Winter because they are cheerful. Warm colors are those containing red and orange. On the other hand, the colors that seem cool are those in which blue predominates. Referring to the color chart we see that the warm colors are on one side, the cool colors on the opposite side, while in between are some colors which contain both warm and cool colors. This should make it easy for everyone to use favorite colors suitably at any season. Green is usually considered a cool color especially suitable for Summer, but a yellow-green has enough warmth to make it very good for Fall and Winter use, especially if combined with a warm contrasting color.

By using color and by observing the way in which others use it, you will become conscious of other principles that govern the use of color.

Alice, who is quite large, bought a white coat but is not happy with it because her friends say it makes her look much larger than the blue coat she wears to school. Light colors reflect light and make one look larger, while dark colors absorb the light. A dark color seems to fit into the background and is often a better selection for garments that are worn a great deal, or for those that are worn for church or shopping. Light or bright colors which do not seem suitable for such use may be just the right choice for party dresses or for sport clothes.

Choosing clothes of becoming colors is important to everyone. Some people may wish to emphasize or intensify certain individual coloring and minimize other natural coloring. A color is intensified by using its complement with it, by using near it a large amount of a darker shade, or of a duller intensity, and by combining it with either black or white. If your eyes are blue and you wish to make

them seem bluer, a dark or gray blue dress or suit will accomplish this, or an orange scarf or tie if your skin tones are not yellow.

A bright color will seem less intense if used with a dull or light color of the same or similar hue. Thus, a bright orange is subdued when combined with brown.

Avoid monotony by using different values or intensities as well as by combining different colors.

Almost any color scheme may be made more interesting by the use of an accent of contrasting color. This often changes the color scheme from the prosaic to the unusual. But don't forget that the colors you wear and use together must give the impression of belonging to each other and to you if they are to be effective.

CLASS DISCUSSION AND ACTIVITIES

1. Plan the color scheme for a new fall outfit — coat, school dress, beret, shoes, and socks.
2. Go on a "window shopping trip." Could you select a complete outfit from things displayed in the windows? What are the most popular colors and color combinations being used? Are any of these your best colors?
3. Plan a sweater and skirt wardrobe that will be becoming to you, will harmonize with your winter coat, and will add variety to your school clothes.
4. Fred has a new blue suit and wants some help in selecting a shirt, tie, and hat. What should he think about in making a choice of colors for these things? Plan two different sets of accessories.

Learning to Sew

THE ABILITY TO CREATE something is one of the things which contributes greatly to everyone's happiness. No matter whether one paints a beautiful picture, writes a poem, makes a dress, or a cake, or composes music, there is satisfaction in the feeling that he can do something well. Some of the creative arts require talent, but others may simply require a desire to become proficient in doing some particular thing and the willingness to learn the fundamentals and acquire the skill necessary. The ability to make attractive clothes appeals to most normal girls. Boys appreciate knowing enough about sewing to be able to sew on buttons and make minor repairs on their clothes. A knowledge of good sewing methods is also of value in judging ready-made clothes, whether men's or women's.

Other similar creative arts that have a particular appeal are knitting and crocheting. These are often thought of as leisure-time activities, and many an enjoyable hour may be spent in this way while chatting with friends.

As one acquires sufficient skill to make attractive clothes or things for a home there is genuine satisfaction in accomplishment. You can learn to sew at home, at school, or in a club. Sewing has always been an important and enjoyable home activity. Almost every girl enjoys doing something that she can do well. If you are to enjoy sewing you must master the fundamental principles and become skillful. Skill can be acquired only through repeated experience. This does not need to be monotonous if you will plan carefully. Aprons and dresses may all be different and present new problems so that the experience gained in making each additional garment will add to your skill.

Sewing Equipment

When learning any new job the first consideration must necessarily be the equipment necessary for the job. You need to know what equipment is essential, what is desirable, and how to select, use, and care for equipment.

Essential equipment for sewing includes needles, thread, thimble, shears, pins, and a tape measure. These things are frequently referred to as small equipment. The larger items necessary are an ironing board, iron, and sewing machine. Mirrors are a definite aid and suitable cutting space is important.

Needles. Two kinds of needles are used in sewing: machine needles and needles for hand sewing. Needles for ordinary hand sewing come in sizes from 1 to 12. No. 1 is the coarsest. These are sold in small packages containing 12 or 24 needles. Packages containing all of one size, or assorted sizes, may be purchased. A package containing needles in sizes from 5–10 is practical for almost all sewing. Two kinds of needles commonly used are called *sharps* and *crewel* needles. Sharps are long needles with small eyes. Crewel needles were first made for embroidery. The eye is long which makes the needle much easier to thread. Because of this many people buy crewel needles for ordinary sewing.

It is very important that the needle be chosen in relation to the material and thread being used. Fine material demands fine needles. Large needles make big holes in the cloth and often ruin it.

Machine needles also come in different sizes, but the sizing system is just the reverse of that used for needles for hand sewing. This is a little confusing. The most commonly used sizes of machine needles are 9, 11, and 14. Number 9 is fine and number 14 coarse. Sometimes machine needles are sized large, medium, and small. A blunt needle should be discarded. A small tin box is excellent for discarded needles. If the point is only slightly blunted it may be sharpened by running it back and forth through an emery bag.

Thread. The most commonly used sewing threads at the present time are made of cotton, mercerized cotton, or nylon. Silk thread, when available, is used on wool. Thread comes in many sizes and should be chosen carefully in relation to material.

Cotton thread is used on cotton and linen fabrics, mercerized cotton on colored cotton and rayon material, and nylon thread on nylon materials. Mercerized thread is often used for top stitching on wool because it is less shiny than silk thread.

Cotton thread comes in sizes from No. 8 to No. 200. The No. 8 thread is the coarsest. Thread sizes from No. 50 to No. 70 are most commonly used for ordinary sewing and No. 100 is used for fine fabrics. Most mercerized thread is size No. 50 but sometimes

it is possible to get sheer fabric mercerized thread in size No. 80.

Thimble. A thimble is a great aid in pushing the needle through material and also serves as a protection to the finger. It is worn on the second finger of the right hand. Of course if you are left-handed the thimble is worn on the left hand. It should fit the finger snugly but comfortably. If the thimble is too large it will be very difficult to keep it on. The side of the thimble should be used for pushing the needle through the material. The surface is covered with indentations which keep the needle from slipping. Thimble sizes are indicated by numbers. Sizes 6, 7, 8, and 9 are the common sizes. No. 6 is small and No. 7 is probably the most used size. Various materials are used for thimbles; the most satisfactory inexpensive ones are made of aluminum or nickel. Celluloid is also used, but is a bit clumsy because of the thickness.

Shears and scissors. Both shears and scissors are desirable in a sewing box. Accurate cutting is very important and is dependent on good, smooth, sharp shears or scissors. Large shears are necessary for heavy materials. A pair 7 inches long is not too heavy to handle but is long enough to insure good cutting. One handle should have a long opening for the fingers and the other a round one for the thumb. Scissors, which are smaller than shears, usually have both handles alike with small round openings. It pays to buy shears or scissors that are made of good steel and it is important that you take good care of them. Cutting paper dulls shears; don't use your good ones for that purpose. A drop of oil rubbed on the blades occasionally keeps shears from rusting, but great care must be taken to wipe it all off before using the shears to avoid soiling your material with the oil.

Shears are made for left-handed people as well as for those who are right-handed; be sure to buy the kind best suited for you.

Pins. Pins are essential in sewing; you may be surprised at the variety of kinds and sizes used. The best sewing pins are in boxes holding ¼ lb., ½ lb., and 1 lb. — called dressmaker's pins. The ¼ lb. size is the one most commonly used. Be sure to get pins that will not rust. A fine pin is the best to buy, because it does not make large holes in materials. The points should be smooth and sharp.

Pincushion and emery bag. A pincushion is a great convenience in sewing. The cushion should be small but rather hard so the pins will not slip through. An emery bag is often shaped like

a strawberry and attached to the pincushion. The filling of this little bag is emery powder, a material which keeps needles sharp and smooth. Run the needle back and forth through the emery bag several times to sharpen it. Do not use the emery bag as a pincushion. The pins make holes and the emery powder will be lost.

Tape measure. The tape measure is another essential for sewing. Buy the straight kind which is numbered from both ends. It is convenient to use, is 60 inches long, and gives good service.

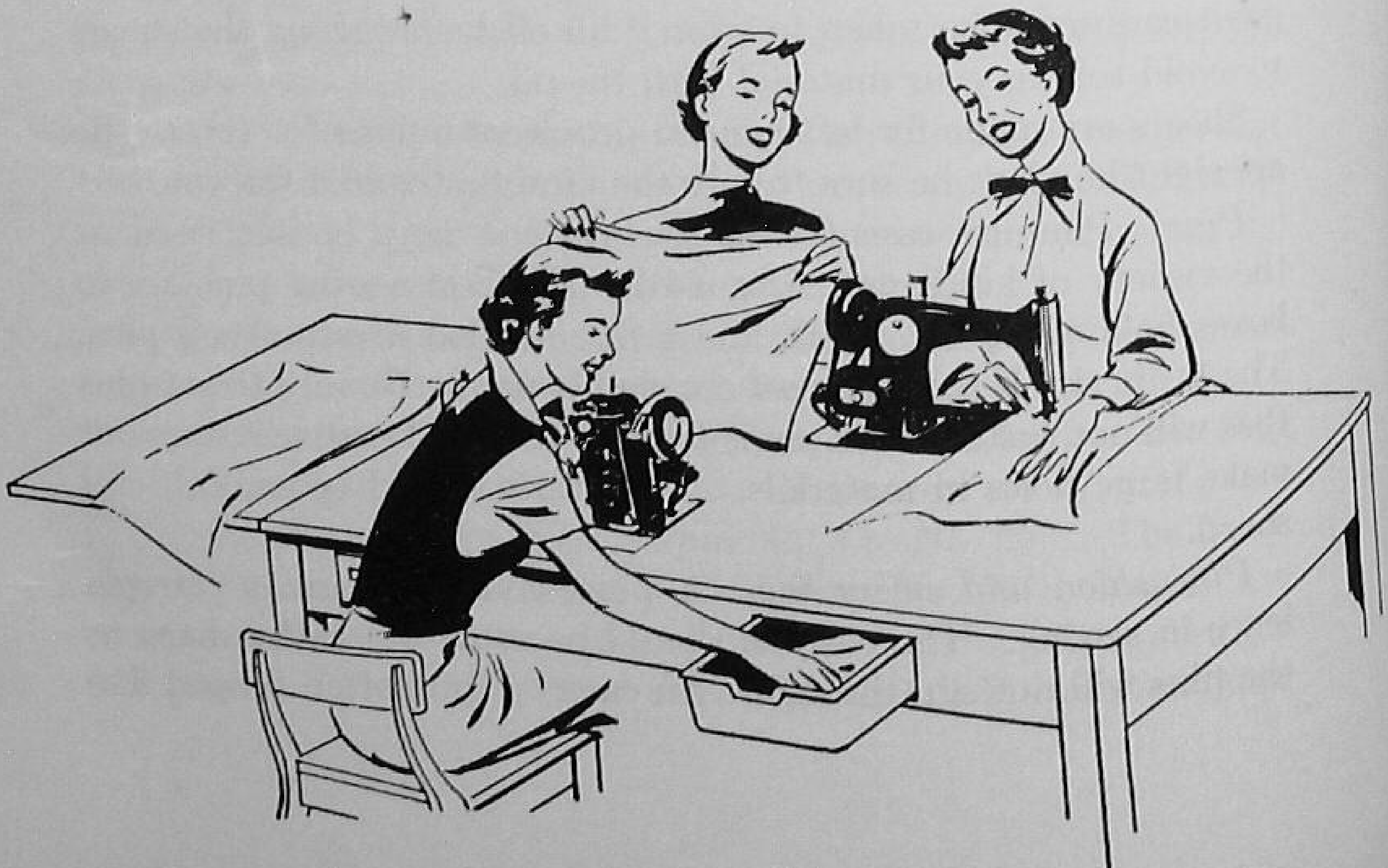
The sewing machine. You are living in a mechanical age and the time has long passed when a knowledge of machines, their use and care, is consigned to men. If you wish to learn to manage a home successfully you must learn how to manage the equipment, much of which is mechanical. A sewing machine may seem complicated to you at first, but it will prove relatively simple if you learn all you can about it, how to use it, and how to care for it. A machine cannot be expected to give good service, however, unless you learn to use it correctly and give it the necessary care.

There are two types of sewing machines, treadle and electric.

The sewing mechanism is the same, but in one the machine moves by foot power or treadling and in the other electric power is used.

Regardless of which type you use, you must learn to operate the machine smoothly and not too rapidly. Your teacher will show you how to do this correctly. After you have learned to operate the

FIG. 84. LEARNING TO SEW IS FUN.



machine it will not be difficult for you to learn to guide your work under the presser foot.

Before you can use a machine independently you must become familiar with the names of the different parts, their location, and the part they play or their particular function. A book of instructions for use is always valuable and should be kept in some convenient place for use, and studied whenever necessary. Time spent in carefully examining the sewing machine instruction booklet and becoming acquainted with the various parts of the machine will well repay its user.

The parts of a sewing machine are often considered in two groups — those above the table when the machine is in position for use and those below the table surface. The upper part of the machine is known as the head.

Figure 85 is intended to help in the threading of the machine. Study Figure 85 until you become familiar with the threading, the names of the parts, and the order in which they must be threaded. A machine must be threaded correctly in order to have it sew correctly. Incorrect threading may cause the thread to break.

Your machine at home may not be exactly like the diagram in this book, but the important parts are the same, or similar, and the

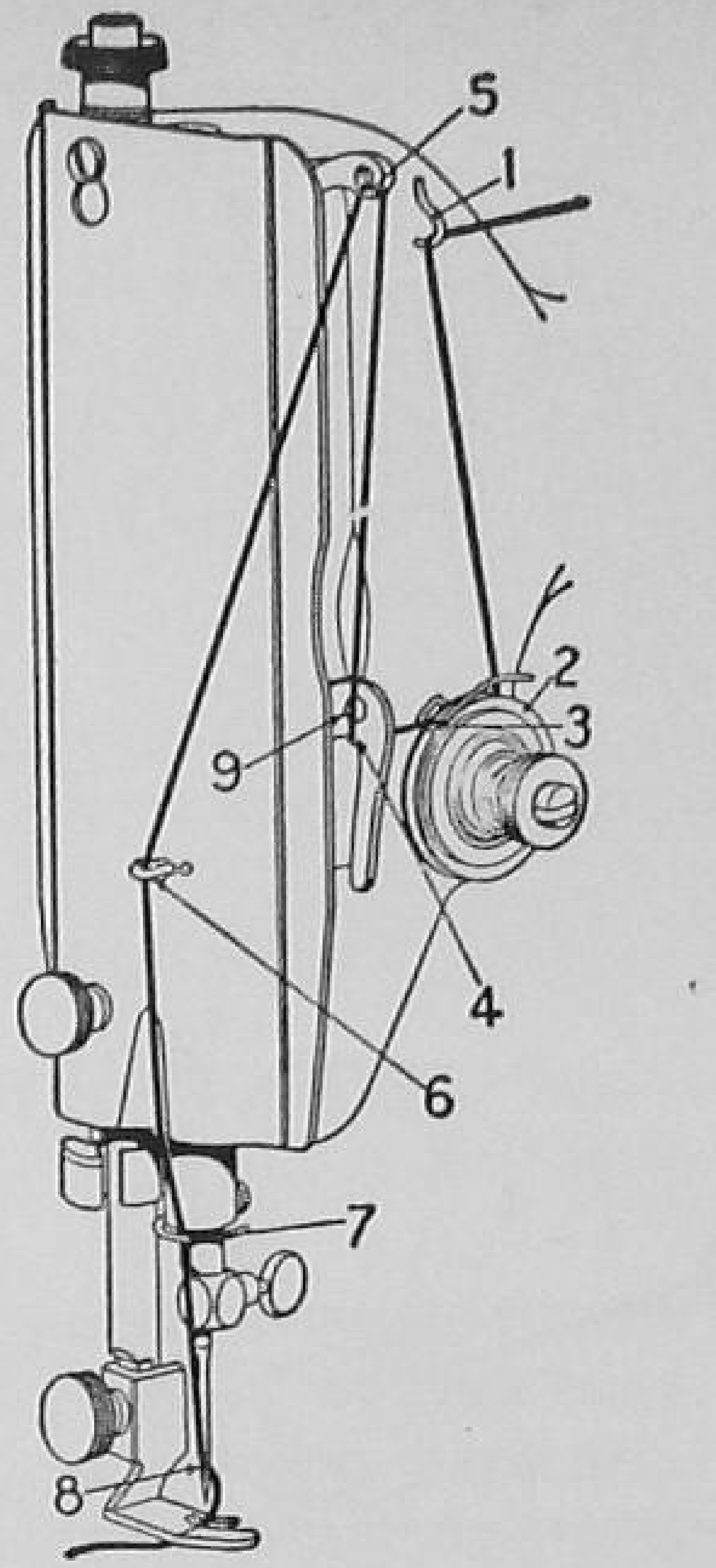
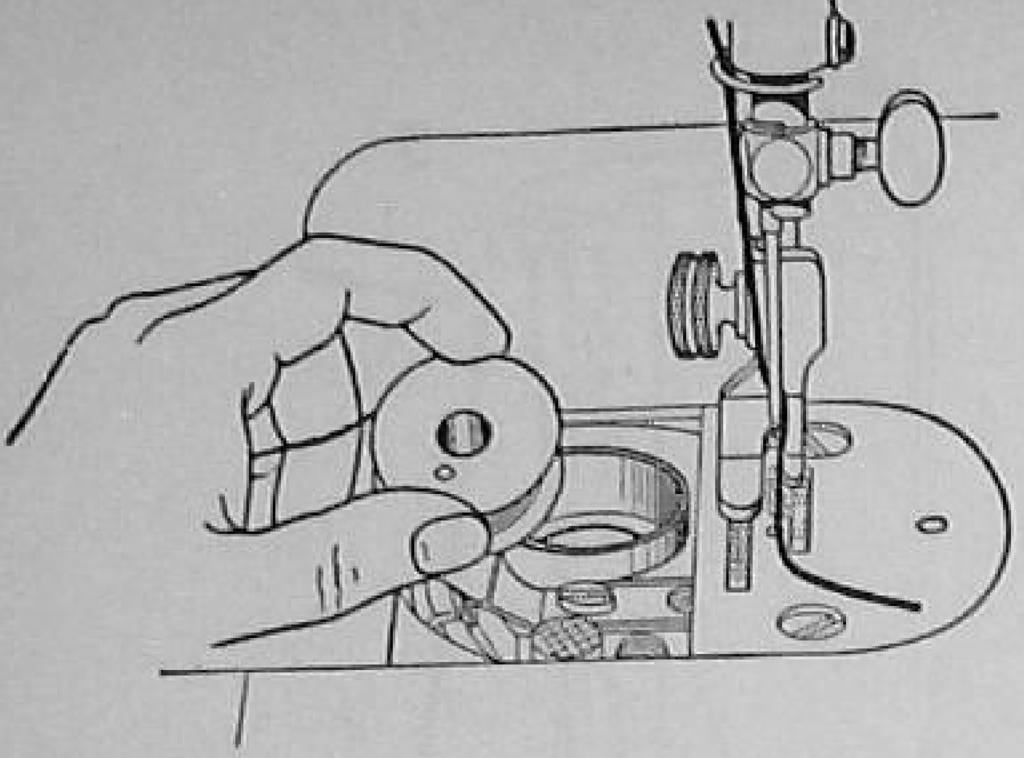
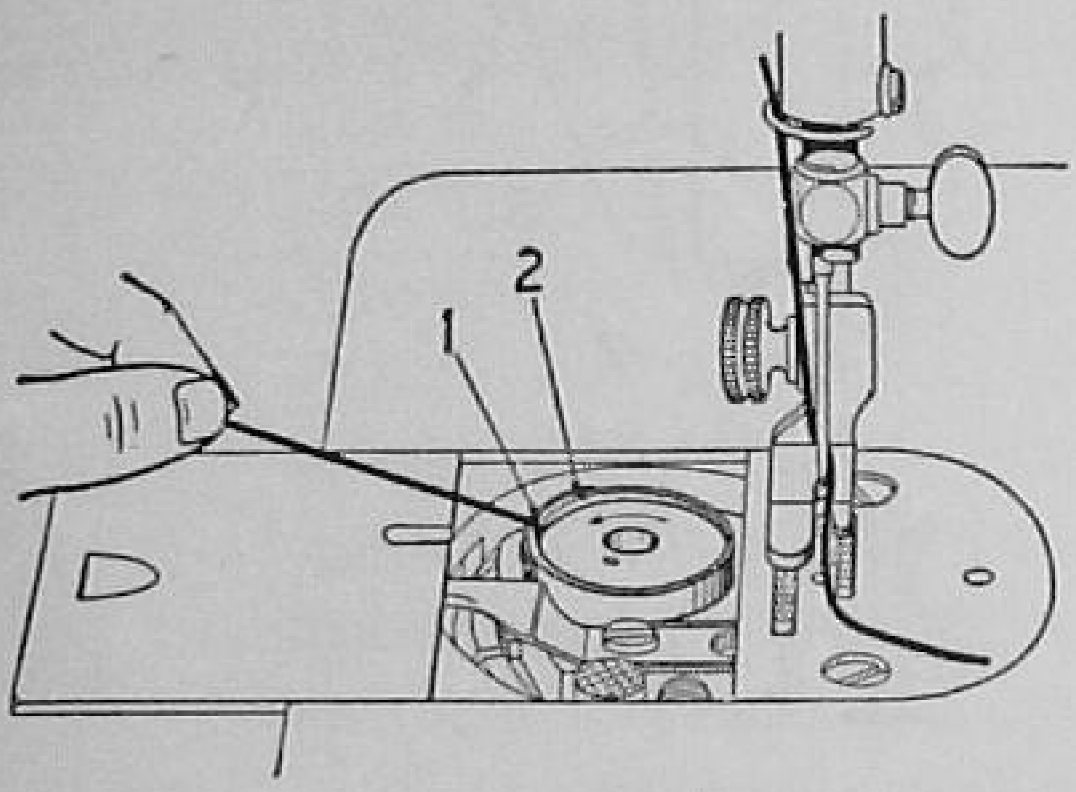


FIG. 85. THREADING THE UPPER PART OF THE MACHINE

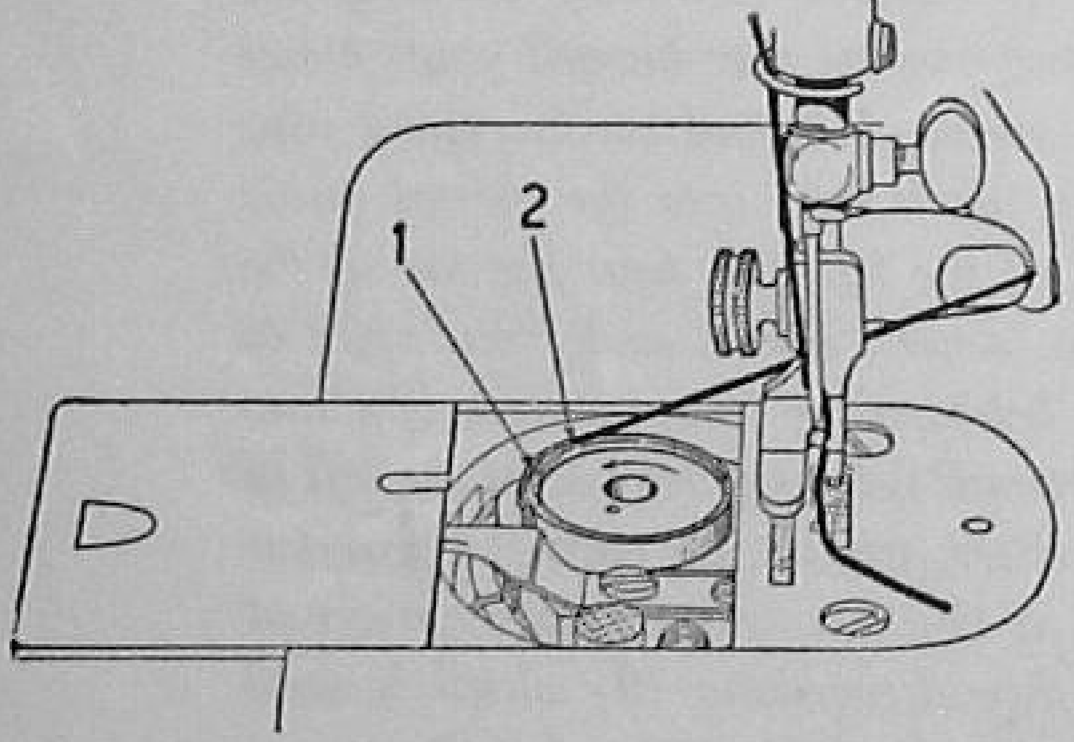
Raise the thread take-up lever (5) *to its highest point by turning the balance wheel over toward you. Place the spool of thread on the spool pin; lead the thread into the thread guide* (1) *at the left and near the top of the arm, down, under and from right to left between the tension discs* (2), *into the small wire spring* (3) *at the left of the discs*, under the thread regulator (4) at the left (*not through the eye of the thread regulator* (9) *which is used only for darning and embroidery*), *up and from right to left through the eyelet* (5) *in the end of the thread take-up lever, down into the eyelet in front of the face plate* (6), *into the lower wire guide* (7), *then from* left to right *through the eye of the needle* (8). *Draw about two inches of thread through the needle with which to commence sewing.*



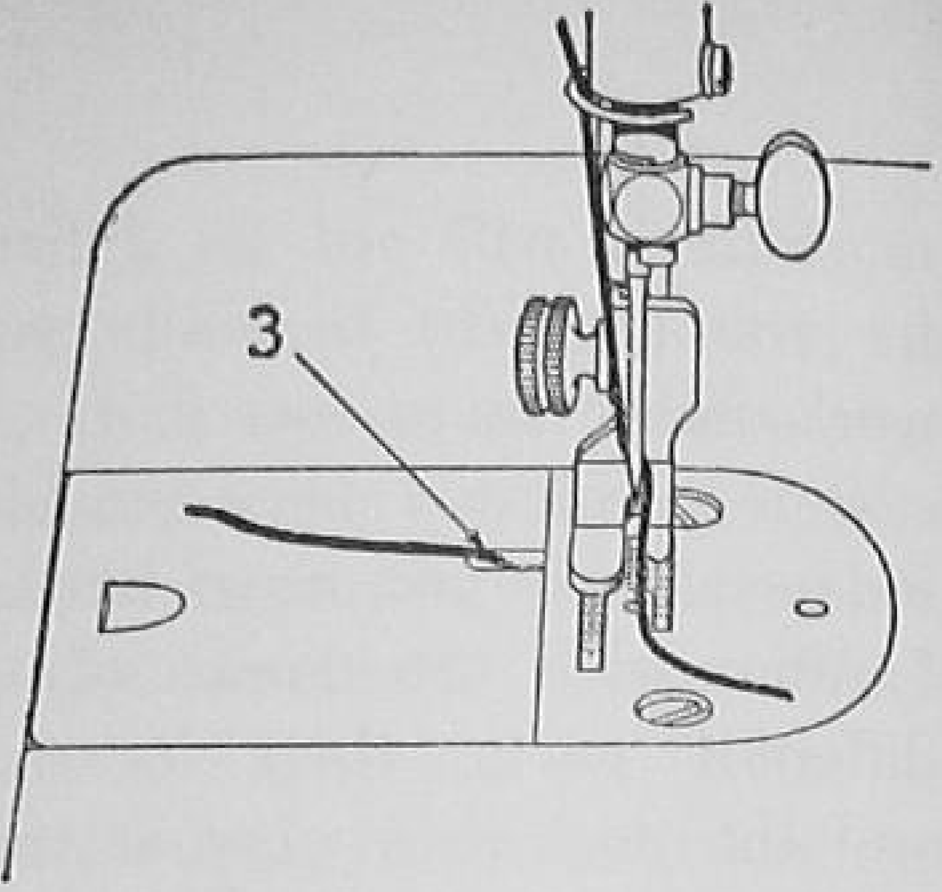
Hold the bobbin between the thumb and forefinger of the left hand, the thread leading on top from the right toward the left.



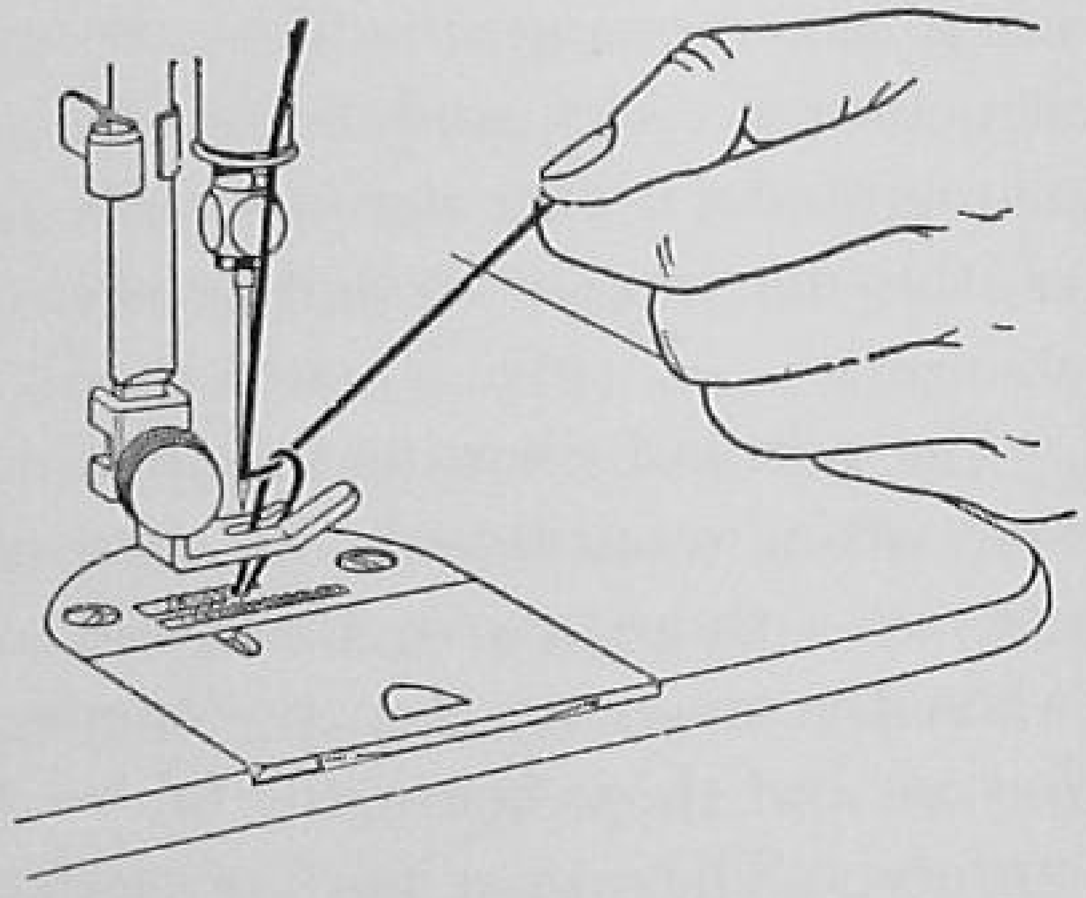
Place the bobbin into the bobbin case and draw the thread into the slot in the bobbin case at the left. (See 1.)



Draw the thread backward between the bobbin case and the tension spring until it reaches the notch (see 2), then pull the thread with the left hand toward the right as illustrated, and close the slide.



When closing the slide see that the thread is in the slot in the right edge of the slide, as shown at 3. This completes the under threading.



With the left hand hold the end of thread, leaving it slack from the hand to the needle, turn the balance wheel over toward you until the needle moves down and up again to its highest point, thus catching the under thread; draw up the needle thread and the under thread will come up with it through the hole in the throat plate. Lay both threads back under the presser foot.

FIG. 86. THREADING THE UNDER PART OF THE MACHINE AND MAKING READY FOR STITCHING

principle of their use is the same. Examine your machine carefully, comparing it with the diagram in this book, then see if you can thread it. After you have threaded it, ask your mother to see if it is done correctly. If there are parts that are very different from those on the machines at school, ask her to explain their use and the threading to you.

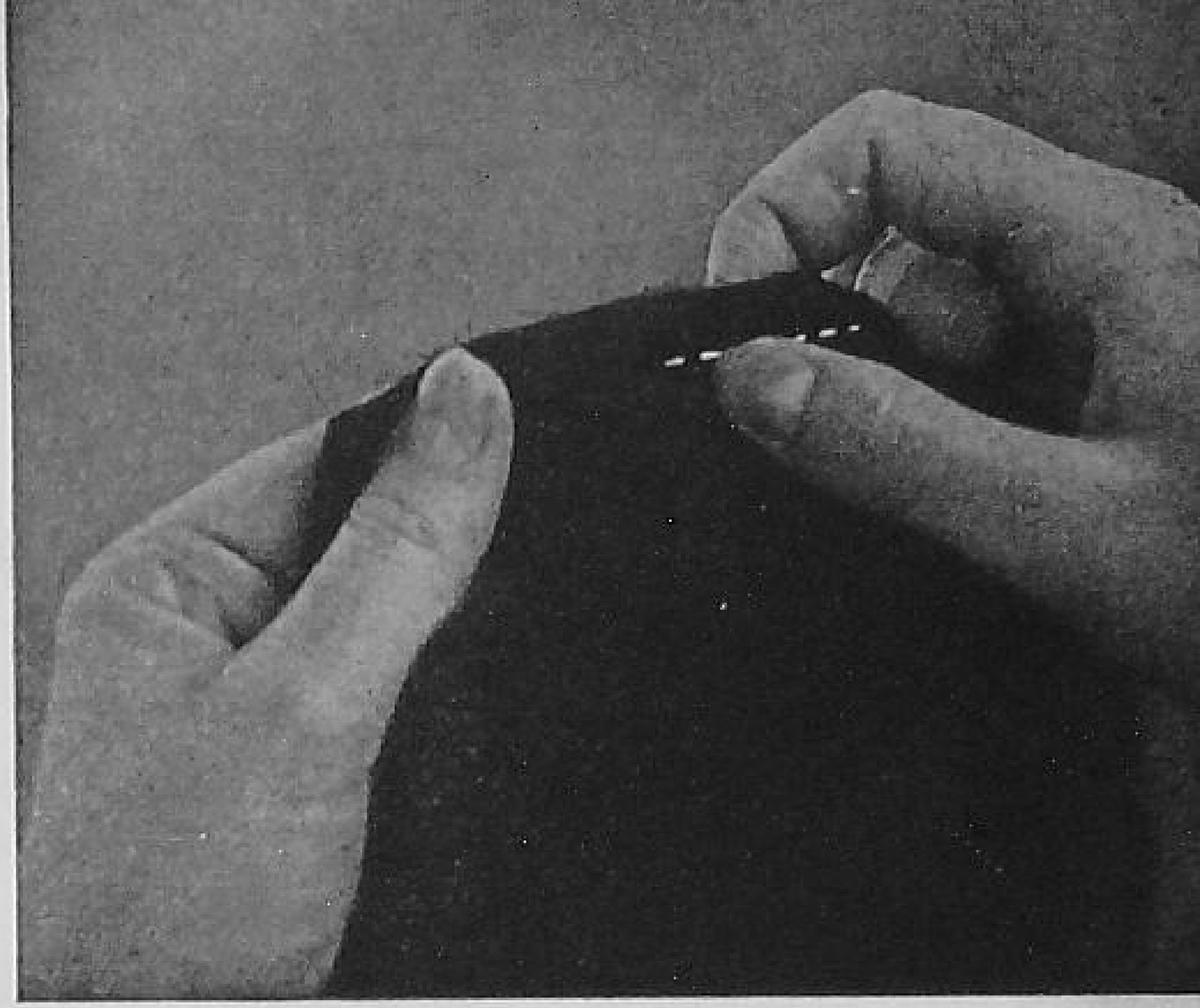


FIG. 87. THE CORRECT METHOD OF HANDLING NEEDLE AND THIMBLE

Whenever you use a different machine, examine the location of parts carefully before threading. You will notice that on some machines the needle is threaded from the right side. The thread guide on the needle bar will help you determine the correct way to thread the needle since it is located on the side from which the needle is threaded.

After you have become familiar with the threading of the upper part, you must learn how to thread the bobbin. Figure 86 shows you in detail how to place it in the bobbin case and draw the thread up through the needle hole.

Is the bobbin in your machine like the one pictured? If not, can you adapt the instructions as given in these illustrations to your machine?

Hand sewing. Learning to sew involves hand sewing as well as machine sewing. Most permanent sewing is done by machine, but basting, finishing, and hemming are usually done by hand.

First learn to hold the needle and material correctly. Since practice makes perfect, the more you practice, the easier it will be to learn to sew well.

Your first sewing will not require a knowledge of many different stitches. After you learn to handle your sewing equipment and to baste and hem, it will be very easy to learn to do other things.

CLASS DISCUSSION AND ACTIVITIES

1. Study the sewing machine instruction book and then locate and name the parts on a machine in the clothing laboratory. Notice the location of these parts.

2. Practice treadling the machine until you can operate it smoothly.

3. Examine your mother's sewing machine. Name and locate the parts. Is this machine like the ones at school?

4. Rule several lines parallel to each other and half an inch apart on a piece of plain paper. Practice stitching on this paper until you can guide it accurately. There should be no thread on the machine for this practice work.

5. Thread the machine, then check your threading with the illustration in the instruction book.

6. Read the instructions for oiling the sewing machine. Locate the oil holes and oil the machine. Do you notice any difference in the way the machine runs after oiling?

A Beginner Makes an Apron

THE SELECTION of the first garment which you will make is important. You must choose something that is not too difficult because you want to be proud of it when it is finished, so put on your thinking cap. What could you choose that would be simple, that will not take too long to make, and that you would like to wear?

Simple things can always be attractive and it is good judgment to start with something that you can do satisfactorily. You might choose from several things — an apron, a jumper, or a skirt. All of these garments are simple and are garments most of you wear regularly.

Regardless of what you decide to make, the first jobs will be the same. After deciding on the type of garment, select the pattern and buy the materials needed. Then you will be ready to cut and make the garment.

So You Are Going to Make an Apron?

It will be fun to make an apron, as Louise decided she would, because it can be attractive and it need not be expensive.

A check list of points to think about will be helpful. You can learn some things before you buy your material and it will help you remember all the things you must get and what you should consider.

Check List for an Apron

I. *Type*

1. What type of apron should I choose — a butcher's apron, a coverall, a tea apron, or a pinafore type?
2. Which would be attractive but not too hard to make?
3. Which would be most becoming and useful?

II. *Pattern*

1. Does it make any difference what kind of pattern I select?
2. How much will the pattern cost?
3. What size must I get?
4. Where can I buy the pattern?
5. Can a pattern be used for more than one garment?

FIG. 88. AN ATTRACTIVE AND SIMPLE APRON

III. *Material*

1. What kinds of materials are used for aprons?
2. What characteristics should apron material have?
3. Are there labels on material that will tell anything about it?
4. How much should it cost?
5. How much material will I need?
6. What would be suitable for trimming?
7. How much will trimming add to the cost of the apron?
8. What kind of thread should I get?

IV. *Color and design*

1. Should I get a plain colored material or a patterned fabric?
2. What sort of design would be best in a patterned fabric?
3. What color should I choose?

Everyone who sews must plan carefully before she makes a garment. For the beginner a written check list based on the questions above will be necessary. When you have had experience, however, you will not need to actually write a list of things to consider because you will have formed the habit of thinking carefully and logically.

You have probably heard the expression, "Simplicity is the keynote of fashion." That doesn't mean that things cannot be made attractive with some trimming details, but there is a difference between the simple garment and the fussy one. Aprons can be as smart as other garments.

Selecting the Type and Design of the Apron

Choose the design for an apron with the idea of looking just as attractive in the apron as you would if you were choosing a design for a dress.

Some designs are uninteresting and couldn't be expected to be really attractive. You might say, "Oh well, since it is only for an apron, what difference does it make?" But it does make a difference because you want to make an apron that is so attractive you will enjoy wearing it. Consider your figure. If long lines are more becoming to you, choose a design that is slenderizing. Rick-rack braid, or bias tape, might be used to emphasize these lines, or the design in the material may help.

If you are small and dainty, have a ruffle on your apron, or a gathered skirt.

The length is another factor that makes a difference in becomingness. A tall person looks smarter in an apron that is short, while a short person will look taller in an apron about the same length as her dress.

Of course you will remember that an apron is worn to protect a dress while you are working. It must be designed so it will serve this purpose.

Some points to consider specifically in choosing an apron pattern are:

1. The apron should adequately protect your dress.
2. The design should be simple so ironing will not be difficult.
3. A pocket is desirable because it provides a convenient place for a handkerchief. Pockets should be carefully placed, however, so they will not catch on door-knobs and drawer-pulls.
4. The apron must be comfortable.
5. It should be becoming and attractive.

Commercial Patterns

Patterns that are sold in stores are called *commercial* patterns. There are many makes or brands which are popular. In one group are low-priced patterns, and in another group are the patterns, sometimes spoken of as standard patterns, which are more expensive.

The low-priced pattern is not always satisfactory; it must be carefully checked. Be sure all the pieces are included and that pieces that go together fit.

The instruction sheet which is included in commercial patterns is helpful, especially to a beginner. Some directions are much more detailed than others.

Patterns vary in *price* depending on the care with which the pattern is designed and made, and on the type of garment. The pattern for a simple apron is less expensive, usually, than the pattern for an elaborate dress.

Size of Patterns

Different systems of sizing patterns are used, but measurements for different sizes have been quite well standardized so you can expect reasonable uniformity in the size of different makes of patterns. The following chart shows body measurements for which misses' and juniors' patterns are made.

BODY MEASUREMENTS GIVEN IN COMMERCIAL STANDARD

(All Measurements in Inches)

MISSES

Size	14	16	18	20
Bust	32	34	36	38
Waist	27	28	30	32
Hip *	35	37	39	41
Socket bone to floor †	52	54	..	..

JUNIORS

Size	13	15	17
Bust	31	33	35
Waist	26	27½	29
Hip †	34	36	38
Socket bone to floor †	50	53	

* Hip measurements taken seven inches below natural waistline.

† Socket bone; uppermost thoracic vertebrae at back of neck. The individual is measured while wearing shoes.

The measurements given above are body measurements. The pattern will be larger wherever an extra amount is necessary for normal body movement. The bust measure of a pattern should be from two to four inches larger than the body measure, the hip from one to two inches larger.

When buying a pattern always think of the measurements that are most important for that particular garment and check the pattern size with the body measure.

The measurements will be found on the envelope of the pattern.

Selecting and Buying the Pattern

Examine the pattern books and fashion sheets at school and try to make your selection before you go to the store. This will save much time and sometimes confusion because the space in pattern departments is usually limited. If, however, you cannot find what you want in the small pattern books at school or at home, you will have to consult the counter books at the store. These are large but are easy to use because they are well organized and indexed.

Patterns cannot be returned after they have been taken from the envelope and unfolded, so be sure you get the right one.

Not all makes of patterns are sold in all stores. Find out what

store sells the kind you wish to buy so you will not have to waste time going from one store to another.

Material for Aprons

Almost all aprons are made of some kind of cotton material. Cotton is relatively inexpensive and washes easily and satisfactorily. Both of these things are important in apron material.

Aprons are often made from the good parts of worn-out garments. The lower part of a man's shirt or the skirt of an outgrown gingham dress have plenty of good material for a simple kitchen apron. These materials should be used and it is fun to see what you can do with them.

The material should be firm in weave and heavy enough to protect the garment underneath.

Since aprons must be washed frequently, the color should be fast. A material that will not shrink too much is more satisfactory. You can find out something about these qualities by reading the information on the end of the bolts. The following statements taken from bolts of apron material illustrate the labeling of cotton materials:

Colors Fast to Washing

Guaranteed Fast
Vat Colors

A Styled Fabric

Guaranteed Tub Fast Colors

Fine Percale

Hollywood Chambray
Stripe
Fast Color — Sanforized Shrunk
Residual Shrinkage 1%
Woven with fast color yarns

Virginia Beach Lawn	
Color Tested	Guaranteed Fast Color
All Cotton Fabric	
Residual shrinkage in this fabric will not exceed 2%	
Test method CCC–T–191A	

Inexpensive, moderate priced, and expensive materials are all available. For the first garments you make it will be wise to choose inexpensive material which has the desirable qualities. When you have acquired skill in sewing you may like to consider more expensive fabrics.

Gingham, cotton prints, chambray, and dimity are commonly used for aprons. Examine all these materials when you go to the store so you will know how each looks and what it costs. The quality of the fiber, the weave, the dye, and finishing influence the price. You will find all these materials in various grades or qualities. Which will be satisfactory for your need?

The pattern gives an estimate of the amount of material required for making the garment if it is cut exactly the size of the pattern. If the pattern is too long or too short this estimate will not be correct, so the pattern should be checked before the material is bought. The estimate is given for material of different widths. Most cotton materials are 36 inches wide but some are narrower and some wider. Ask what the width is before you buy.

Trimmings

Apron trimmings should be simple. Rick-rack braid, bias tape, or other flat braids add a note of interest and variety. Embroidery edging can also be used but is more expensive. Braids and bias tape come on bolts (small oblong pieces of cardboard) usually with 3 or 7 yards to the bolt. Different widths are available. Find out how much you need so you will get the right size bolt. If colored trimmings are used they must be fast color. Trimmings that are not fast color fade when washed and the color often runs. This spoils the appearance of any garment.

Thread

Cotton thread should be used on cotton material. If a colored material is used you should get mercerized cotton thread. Be sure

the color is fast. Some thread is marked boil fast. Would this be an advantage? If a printed material is used the thread should match the background color. Colored bias tape must be stitched with matching thread. Such things should be considered because they add extra expense.

Color and Design

Aprons can be gay and colorful but they should harmonize with the color of your dresses. Solid colors, prints, stripes, or checks may be used. This makes it possible to have variety even though all your aprons are made from the same pattern.

Figured material usually shows soil and wrinkles less than plain material. Would this be an advantage in apron material?

Consider the design of the apron when choosing material. Visualize for yourself a very small serving apron made from a large figured print. Small designs with no up-and-down are easy to use and less material is required than when designs are large and must be matched, or require other special care in cutting. The material you select for your apron will make a difference in your pleasure in making it as well as in wearing it.

The apron that Louise chose is attractive, as well as simple to make because the lines are straight. It includes some construction problems that are found in many types of garments; seams, hems, gathering, attaching a belt, and putting on a pocket. The belt ties in the back which eliminates fastenings. It will be much easier to learn to make buttonholes and put in zippers after you have learned to do some of the more simple things. Careful planning before beginning work on the apron will make your work easier.

Study the pattern. The instruction chart which you will find in the pattern envelope will give you a great deal of help if you study it carefully in connection with the parts of the pattern.

On one side of the chart each piece of the pattern is shown, and each is named and marked in some way so it can be identified. Take the pattern from the envelope, unfold, and compare each piece with the diagram on the chart. Check the diagram after you have examined the corresponding piece of pattern. In this way you will know if every piece of the pattern is in the envelope. This study will help you learn what the different pieces of the pattern look like.

The chart will also tell you how much is allowed for seams. Find

this information and draw a circle around it so you will be sure to use the correct seam allowances when you baste. Seam allowances on different patterns vary from 3/8 inch to 3/4 inch.

When you looked at the pieces of the pattern you probably wondered why there were so many holes in them. These holes are called *perforations* and they all stand for something very definite in using the pattern. Some are large and some are small and they are arranged in different ways. The chart will tell you what they mean on your pattern. Different kinds of patterns have different systems of marking, so whenever you use a new pattern you must find out what the perforations mean. Some patterns have all directions printed on each piece of the pattern instead of using perforations. Which kind is your pattern?

You will also find triangular shaped marks on the seam edges of the pattern. These are called *notches* and serve as a guide in putting the pieces of the garment together. Two pieces of the pattern that have the same number of notches in the same places are to be seamed together.

After you can identify each piece of the pattern and know what all the perforations mean, and the amount allowed for seams and hems, you will be ready to measure the pattern and see if the size is right.

Checking Pattern Measurements

The measurements of the apron you are to make that are important are:

1. Measurement around waist.
2. Measurement from shoulder to waist line in front.
3. Measurement from shoulder to waist line in back.
4. Length of skirt.

When measuring the pattern, do not include the seam allowance; that is, the measurement is taken from seamline to seamline.

List each of these measurements in your notebook and record your own measurement as it is taken.

Your Own Measurments

You will need the help of another person in getting your own measurements. Figure 89 shows how the important measurements are taken. If you need others in order to check a particular

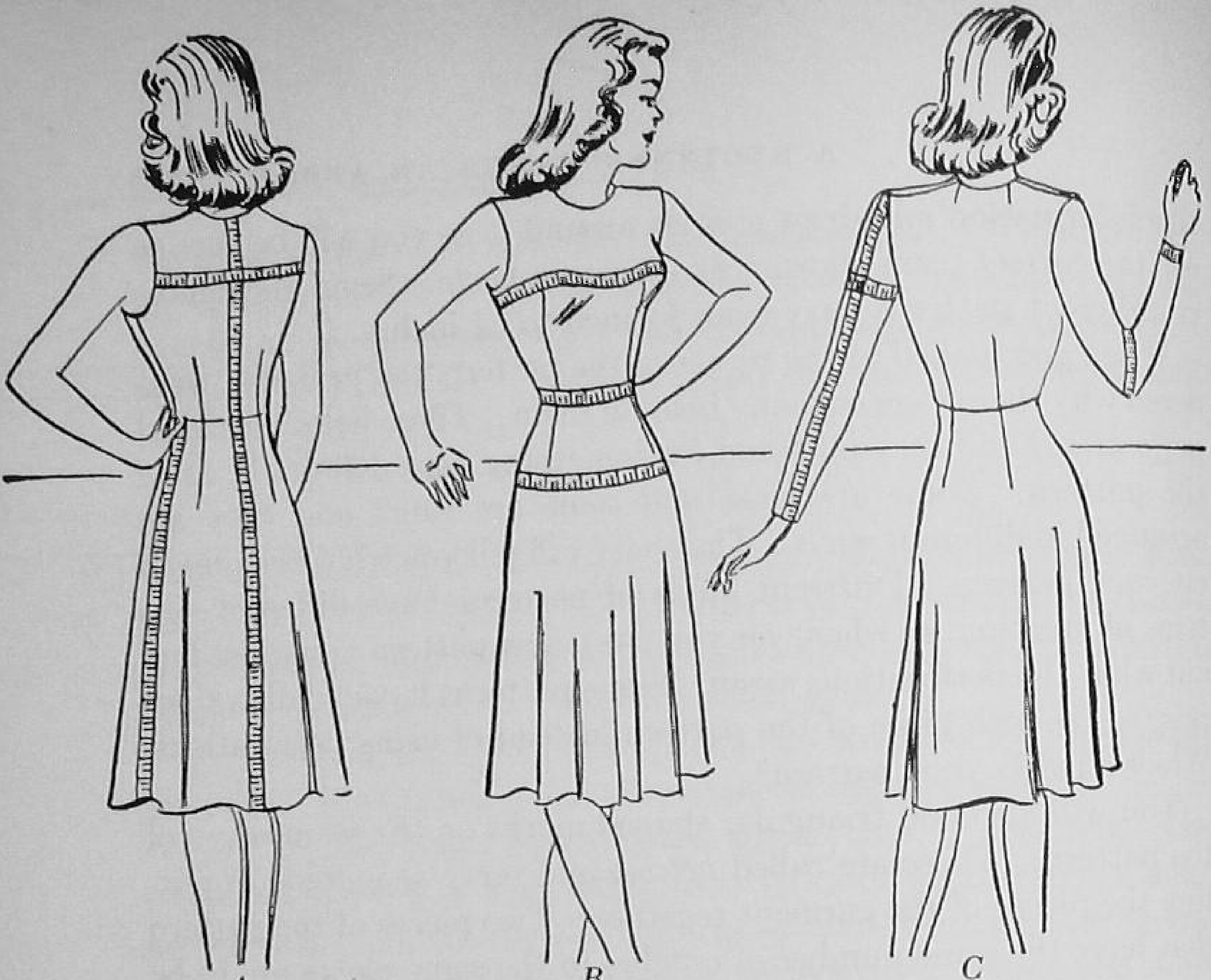


FIG. 89. HOW TO TAKE MEASUREMENTS

A. Across back, center back length, skirt length
B. Bust, waist, and hip
C. Arm, over-arm length, elbow, wrist

pattern, you should be able to take them satisfactorily after studying the diagram.

Record your measurements as Louise has done. As you grow you can change them when necessary.

LOUISE'S MEASUREMENTS

Bust	32″	
Waist	26″	
Hip	35″	
Waist length		15½″
Waist length (center back)		14
Skirt length (center front)		24¼″
Skirt length (center back)		24½″
Skirt length (side)		24½″
Arm length (under arm)		17½″

COMPARE PATTERN MEASUREMENTS WITH YOUR MEASUREMENTS

Since the apron is worn over a dress it must be large enough to be comfortable. The waist measure and length from shoulder to waist (front and back) should be just slightly loose or easy in fit. The skirt length will be determined by the effect you want, either

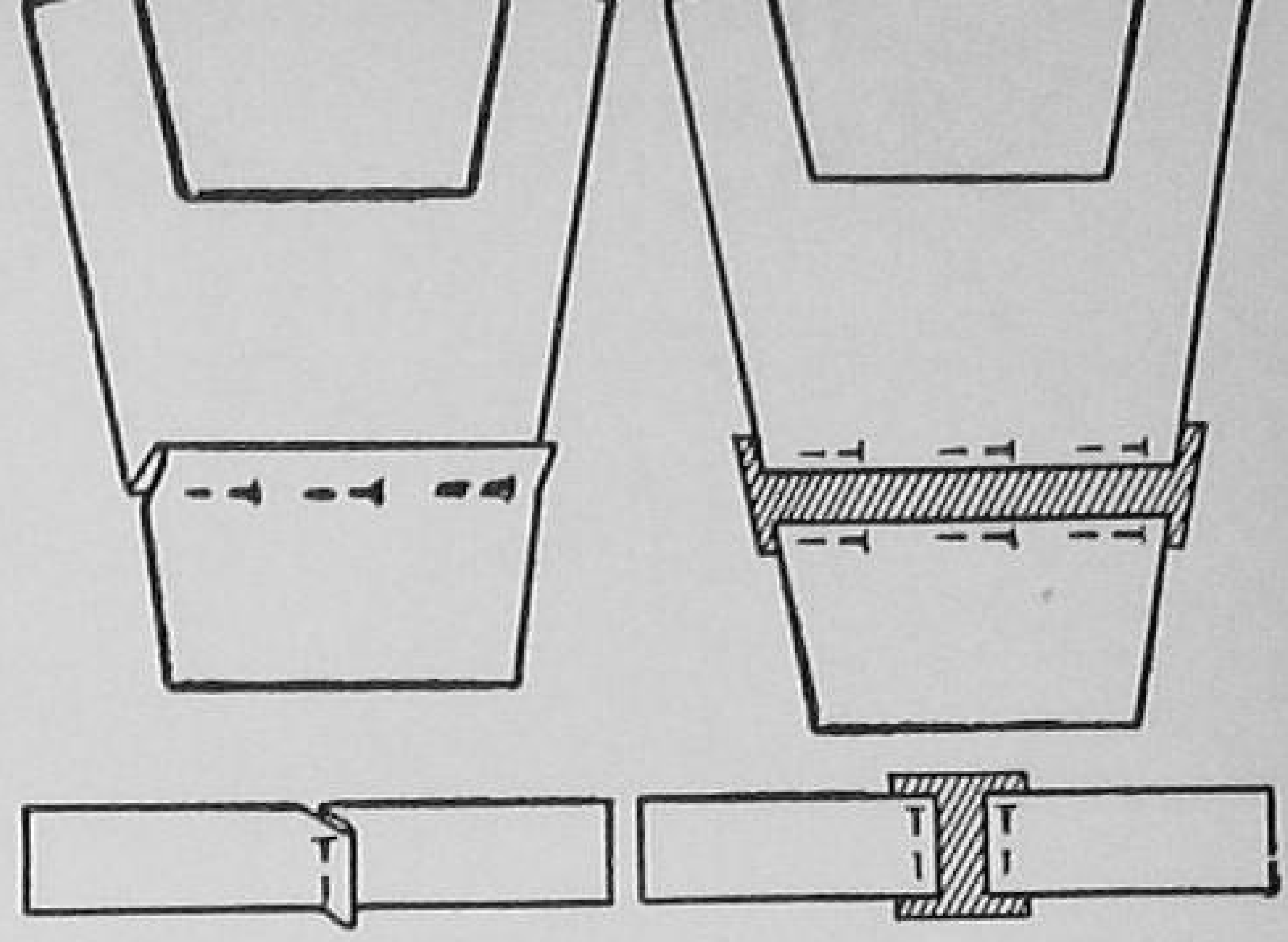


FIG. 90. SHORTENING AND LENGTHENING BIB AND STRAP

the length of your dress or slightly shorter.

Compare the measurements of the pattern with your own measurements. If you find the pattern is not exactly right in size for you, it will be necessary to make slight changes. This is called *alteration*. The instruction chart gives suggestions for simple alterations of your pattern, where to make them and how to make them. If your apron pattern is too long-waisted, fold a tuck the correct size about halfway between shoulder and waist in the bib and the strap patterns. If the pattern is too short-waisted, cut across the pattern a few inches above the waistline. Spread the two pieces apart enough to make the length right and pin to a piece of paper to hold in place. Since the skirt is straight and full, the length can be adjusted by changing the width of the hem unless you are unusually tall or short. In such a case how would you alter it?

Placing the Pattern on the Material

1. Examine the material to see if it has an up-and-down. If it is a flower print and the stems all go in the same direction, the top of every piece of the pattern should be at the top of the design. Such designs usually require more material in cutting and much care must be taken in placing the pattern. If the material is plain, or is a print with no up-and-down, the pieces of the pattern can be fitted into less space.

2. Even the ends of the material. If the material was torn off the bolt when you bought it, it will be straight. Otherwise follow a crosswise thread and cut it to even it.

3. Place material smoothly on cutting table.

If some pieces of the pattern are wider than half the width of the material, open the material out full width for these pieces. The other pattern pieces are narrow, so the material is folded lengthwise for cutting these. Keep the selvedges together and the ends even.

4. Plan the way in which you will place the entire pattern on the material before cutting anything. The cutting chart will help you do this. Study the perforations or printed

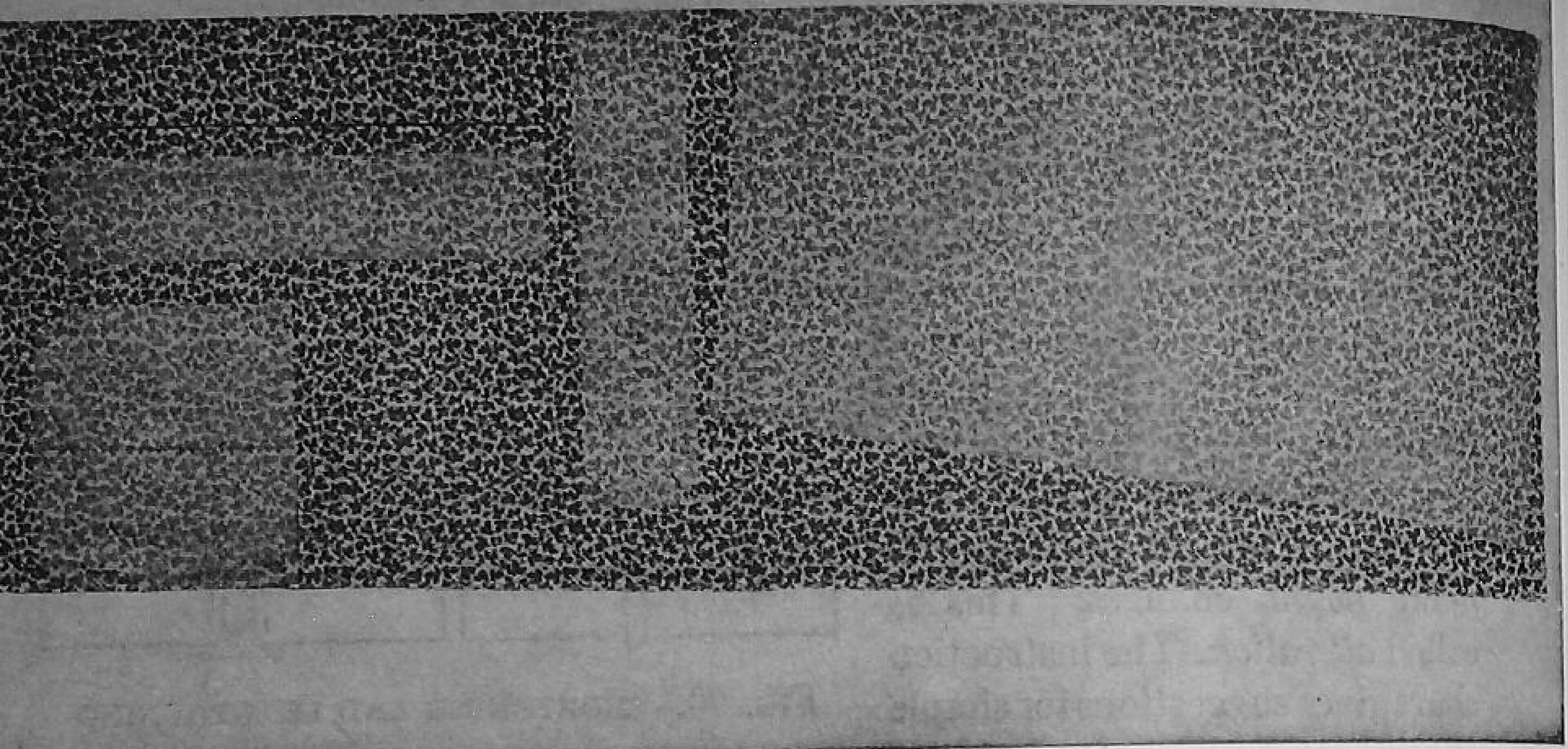


FIG. 91. PLACING PATTERN ON MATERIAL
Note lengthwise fold for placing narrow pieces.

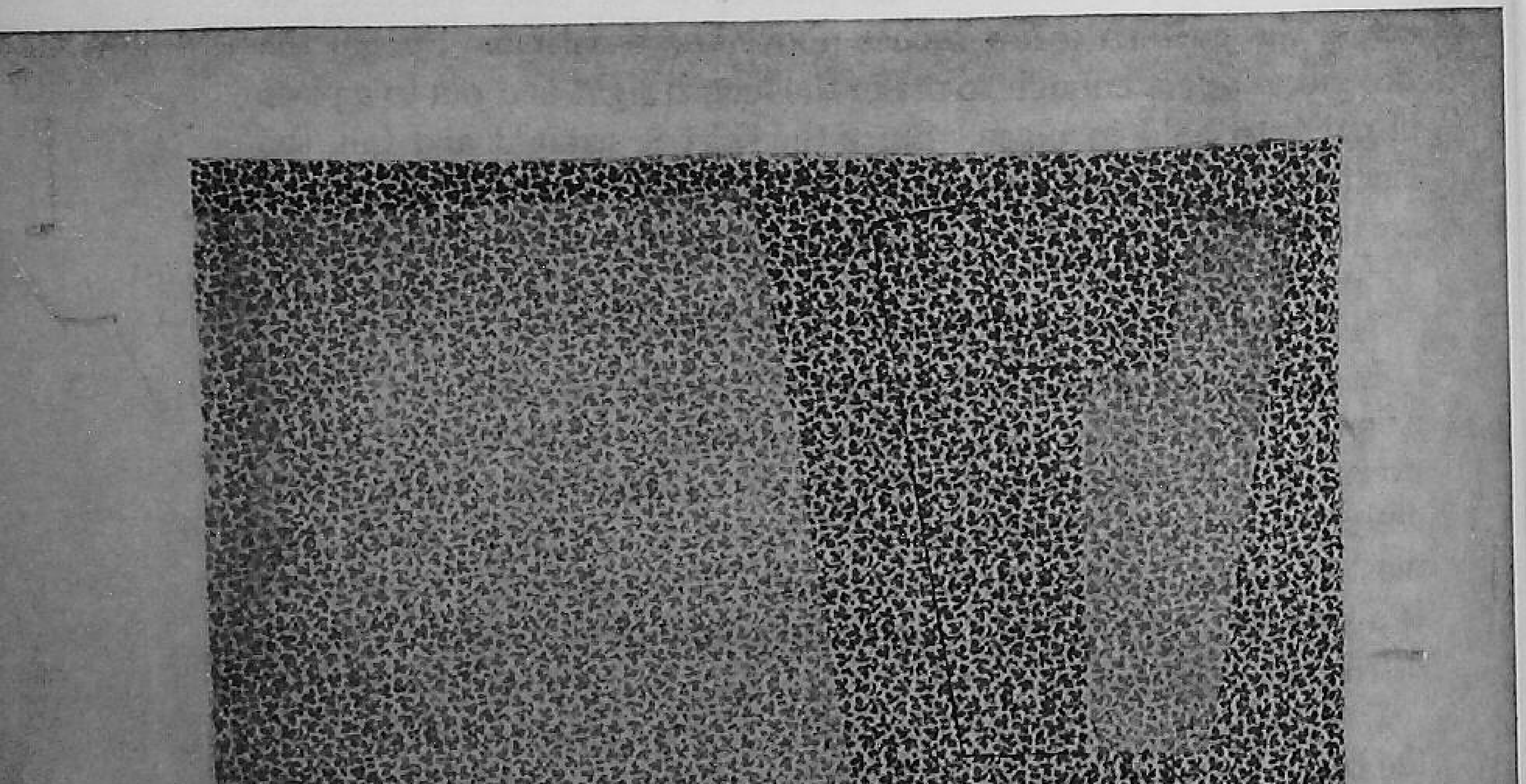


FIG. 92. PLACING PATTERN ON MATERIAL
Note crosswise fold for placing wide pieces.

directions carefully. Be sure every piece is placed correctly.

5. *Pin pattern in place.* Pin first along straight edges or where pattern is placed on the straight of the material. Then smooth pattern and pin at corners and between corners or ends if the pieces are large.

Pins should be placed at right angles to the edge of pattern. The material will be flatter than when pins are parallel to the edge. Be sure no pins extend beyond the edge of the pattern. Why?

When pinning do not raise material from table. Keep it flat so the pattern will not slip out of place.

You are now ready to cut your apron.

Cutting and Marking

1. Cut with long even strokes of the shears so the edges will be even and not jagged.

2. Notches are cut out —◇—. This is better than cutting them in because you do not run the risk of ruining the garment by cutting too far.

3. Be very careful to follow the edge of the pattern exactly so your apron will be the right size and shape.

4. Mark seamlines and other important places such as the place for the pocket. This may be done by marking through perforations with chalk or by making tailor tacks. To make *tailor tacks*, use double thread in a different color from the material so it will show. Take two stitches through each perforation forming a loop. After the pattern is removed, pull the two pieces of material apart and clip the tailor tacks between the two pieces.

5. Remove pattern from material, fold, and place in pattern envelope.

6. Mark center front and center back lines on the pieces of the apron with a long and short basting on the right side of the material, or by pressing a fold in the material. Pressing a fold is usually satisfactory on cotton material, but you may remember seeing your mother put the basting in a wool or silk dress. These materials must be handled very differently from the way you work with cotton.

Construction of the Apron

The instruction chart will be helpful again, so consult it frequently.

Plan the details of finishing and trimming before beginning to

sew. What kind of seams will be used on this apron? How will the trimming be used?

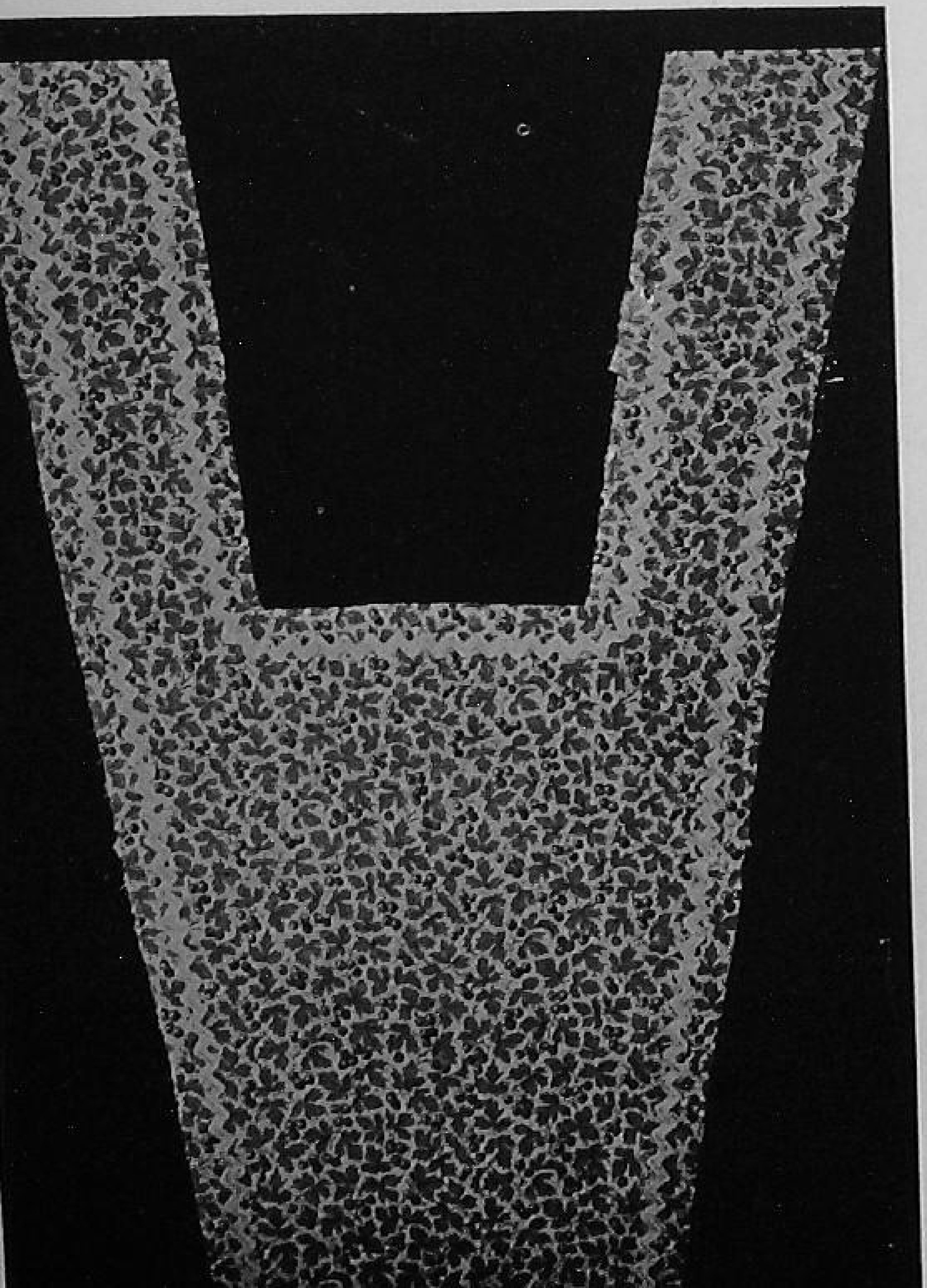
Seams. The plain seam is easy to make and is flat — two important characteristics.

It is made by pinning the two pieces of material that are to be joined with the right side inside and the notches together, then basting on the seamline and stitching just at the edge of the basting. Bright color thread is good for basting because it is easy to see.

The plain seam is satisfactory for an apron like Louise's because the material is firmly woven and will not ravel. On the skirt the seams may be pinked along the edge if you have pinking shears or a pinking machine, and pressed open so they will be flat. The shoulder seams are made the same way and are pressed open. They do not need to be finished in any way.

The bib is double and the two thicknesses are put together with a plain seam on the wrong side, then turned right side out. The double bib holds its shape well and is easy to make.

FIG. 93. FINISHING BIB



Plan your work so you will save time and work efficiently. Several seams can be basted and all stitched at one time.

STEPS IN MAKING SEAMS

1. Lay the pieces that are to be sewed together on the table as they are to be joined.
2. Pin and baste front bibs and straps at shoulder.
3. Pin and baste side seams in apron skirt.
4. Try on bib to be sure the seams are exactly on top of shoulder.
5. Stitch seams in bib and skirt.
6. Remove bastings. (Clip basting threads at intervals and pull out.)

7. Pink edges of skirt seams if you have pinking shears.
8. Shoulder seams are left plain because the bib is double.
9. Press seams open.

Steps in Finishing the Bib

This apron has rick-rack braid around the edges and neck of the bib.

1. Pin and baste rick-rack braid on top bib with braid carefully placed on seamline. Basting from one point to the next holds the braid in place better than basting in a straight line through the center. Turn the corners carefully at the front neck.
2. Pin the under bib to top bib with right sides inside and the shoulder seams exactly together.
3. Baste together on seamline around neck and inside edge of straps and on the outside edges.
4. Stitch the two bibs together.
5. Remove all bastings.
6. Trim seams to about half the original width.
7. Clip seam allowance at corners of neck, cutting to the stitching line. Be very careful not to cut through the stitching.
8. Press seam open by pressing one edge back on the bib.
9. Turn bib right side out.
10. Press around edges keeping points of rick-rack flat and extending beyond the edge of the material.

This completes bib and it is ready to be attached to the belt. Fold it and put in your sewing-box until you are ready for it.

Steps in Making the Skirt

All the apron seams were made first because that is the simplest part of the job and was a good way of getting practice in pinning, basting, stitching, and pressing straight seamlines. The jobs left to be done in making the apron skirt are: (1) gathering the top; (2) hemming the bottom and sides; (3) making the pocket, and attaching it to the skirt.

Gathering the Top

The top of the skirt is gathered by machine using two parallel rows of stitching. The machine stitch is lengthened slightly and the tension loosened. Place the material on the machine with the

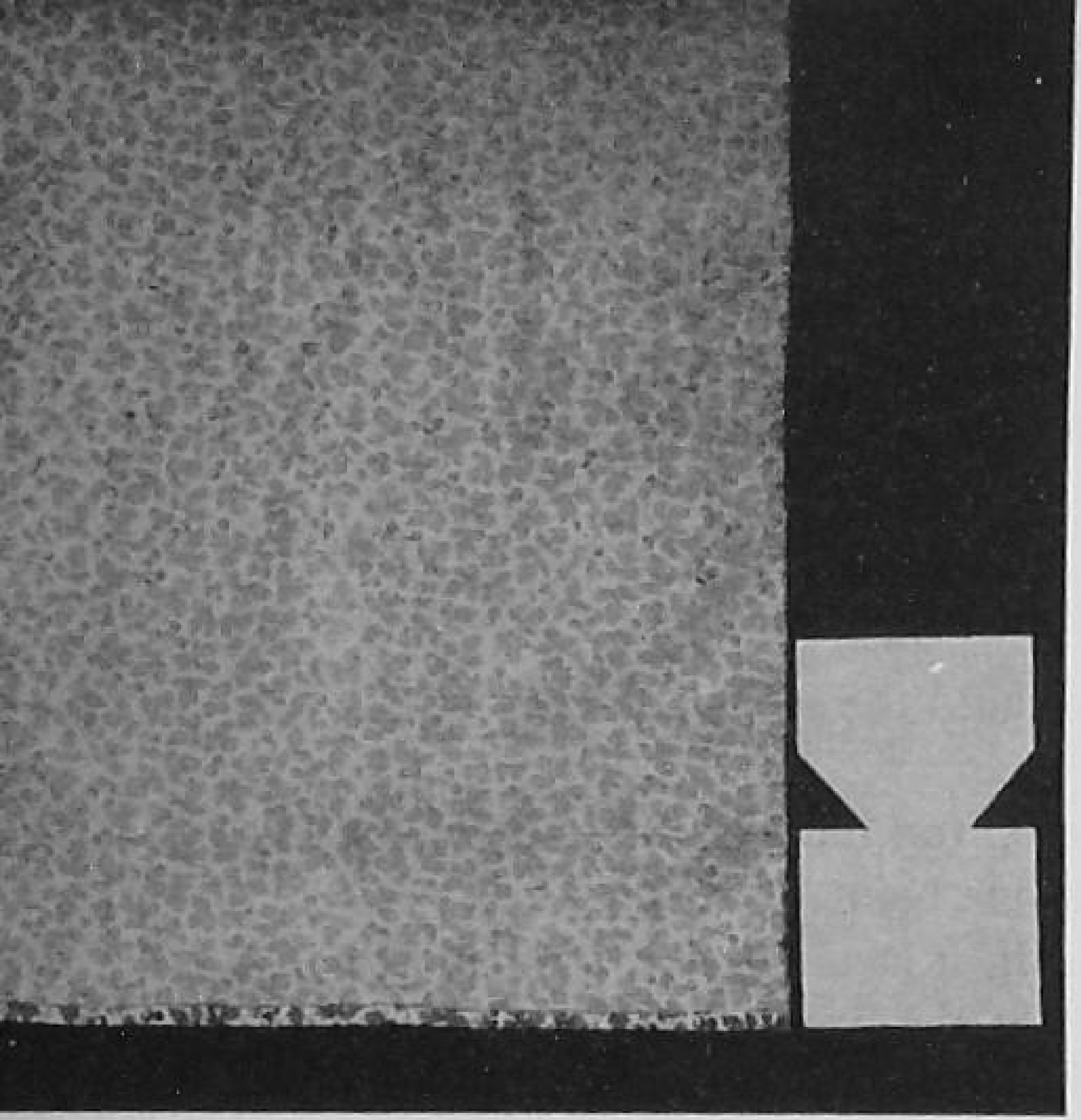


FIG. 94. CARD GAUGE USED IN TURNING HEM

right side up. The first row of this long, loose stitching is on the seamline, starting and stopping at the points indicated on the pattern. A second row of stitching (or gathering) is necessary in order to adjust the fullness evenly. This second row is above the first, or outside the seamline. The edge of the presser foot serves as a guide. Place the material under the presser foot so one edge is on the line of the first stitching. Stitch slowly enough to guide your work accurately. Either edge of the presser foot may be used as the guide but the narrow side is usually preferred.

Hemming the Bottom and Sides

The sides of the apron are finished with one-inch hems and the bottom with a wider hem — two inches will be satisfactory. Since the edges and bottom are practically straight the hem can be pressed. The first fold should be ¼ inch wide. Use a gauge and crease the fold first — then press, being careful to keep it straight and flat.

FIG. 95. USE OF CARDBOARD GAUGE IN PRESSING HEM

For the second turn make a gauge the correct width as shown in Figure 94. Fold the hem over the gauge so it comes to the edge of the gauge and press carefully. This is a simple but accurate method for putting a straight hem in wash material.

Pin hem in place with a few pins, baste, and stitch flat, keeping the stitching as close to the edge as possible.

If the length of the skirt has

been carefully checked, put the hem in the bottom first, then hem the sides. Be sure the corners are straight and neat. The stitching is fastened at the bottom of the side hems by back stitching on the machine, or by threading a needle with the stitching threads, running it back in the fold of the hem and fastening with two or three over stitches about an inch up from the bottom.

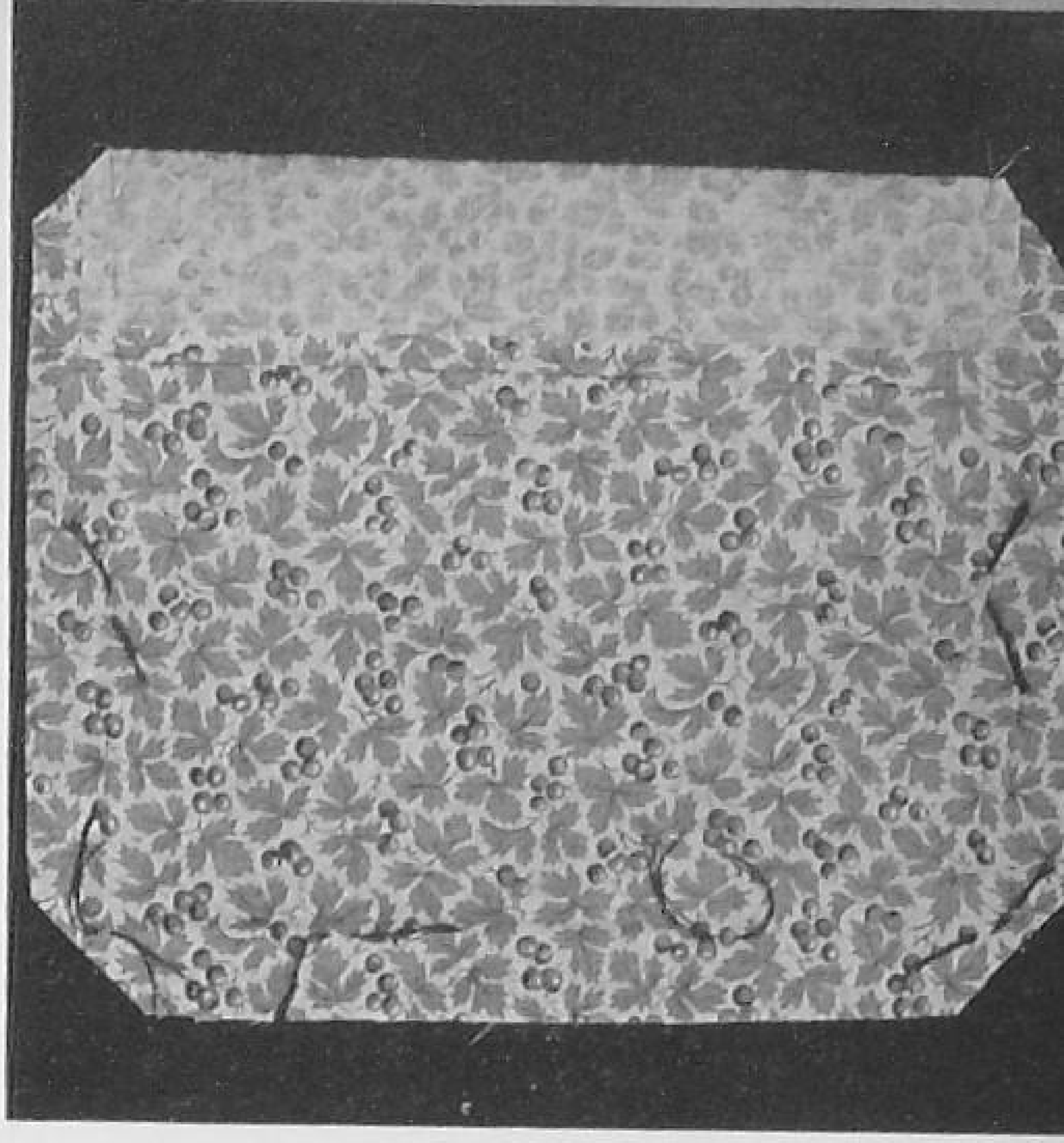


FIG. 96. MAKING A POCKET. STEPS 2 AND 5

Turn hem to right side and stitch on seamlines at sides.

The Pocket

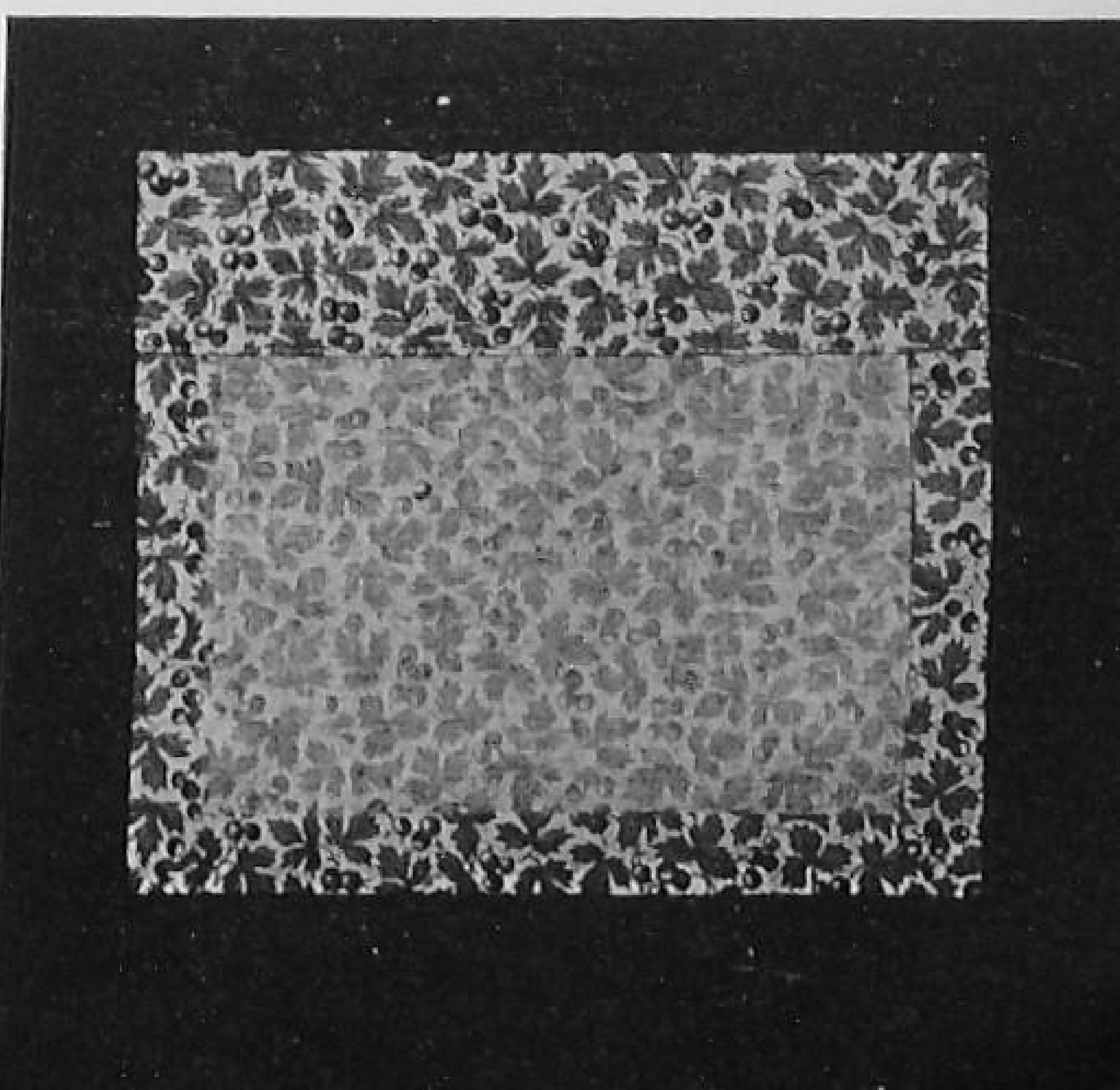
It will be easier to put the pocket on before the skirt is attached to the belt. Why? This pocket is square when finished and has a 1-inch hem at the top.

To hem top:

1. Press the first fold of the hem ¼-inch wide at the top of the pocket to the wrong side.
2. Fold hem over a 1-inch gauge, turning it to the *right* side.
3. Stitch on seamline at the sides from the top to the bottom of the hem. Stitch back about 3 stitches to fasten.
4. Cut corners off at top on a diagonal line.
5. Trim one edge of seam narrower than the other edge.
6. Turn hem to wrong side. Be careful to keep the corners square and smooth.
7. Press. Slip the gauge under the hem so you will keep it even.

FIG. 97. MAKING A POCKET. STEPS 6 AND 7

Turn hem to wrong side. Turn and press seams on sides.



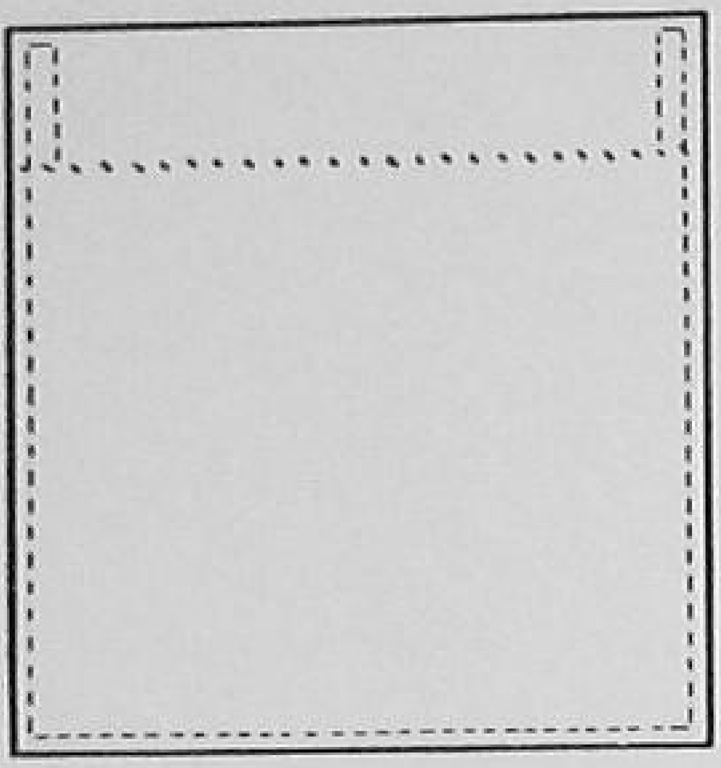


Fig. 98. DOUBLE STITCHING AT TOP OF POCKET

This stitching prevents ripping and tearing.

8. Stitch hem as nearly on the edge of the fold as possible. Pull the threads at the ends of the stitching to the wrong side. Tie and clip. A second row of stitching the width of the presser foot above the first adds a nice finish.

9. Cut off the two lower corners about ⅛ inch outside the corner seam mark.

10. Turn and press seam on the sides and bottom of pocket.

11. Pin and baste rick-rack braid around sides and bottom of pocket with points extending beyond the edge. Allow ¼ inch at each end to turn back for finish.

12. Pin the pocket in place on the apron according to the pattern marks.

13. Baste.

14. Stitch pocket to apron, stitching on the edge of the pocket. It is necessary to take extra precaution to keep the pocket from ripping off the apron at the top. The method illustrated re-enforces it satisfactorily. If you prefer you can have two rows of stitching all around.

15. Pull the threads to the wrong side. Tie and clip off the ends.

16. Remove all bastings.

17. Press.

Making the Tie-Belt

1. Pin the two pieces for the tie-belt together with the right sides inside.

2. Baste around the ends from the points marked on the pattern where the edge of the skirt comes.

3. Stitch at edge of basting.

4. Remove bastings.

5. Cut corners off diagonally.

6. Trim seam.

7. Press seam open by turning one edge back on belt.

8. Tie threads at each end of machine stitching.

Attaching Belt to the Skirt and Bib

1. The stitching at the top of the skirt must be drawn up to gather the material. Hold the bobbin thread tight and slip the material carefully along the thread until the top of the skirt is the correct size. There will be less strain on the thread if this is done from each end. Hold the bobbin threads of both rows of stitching together and pull up one side until it is about the correct length, then the other side. To hold the gathers in place, put a pin at the end of the stitching at right angles to edge and wrap threads around it.

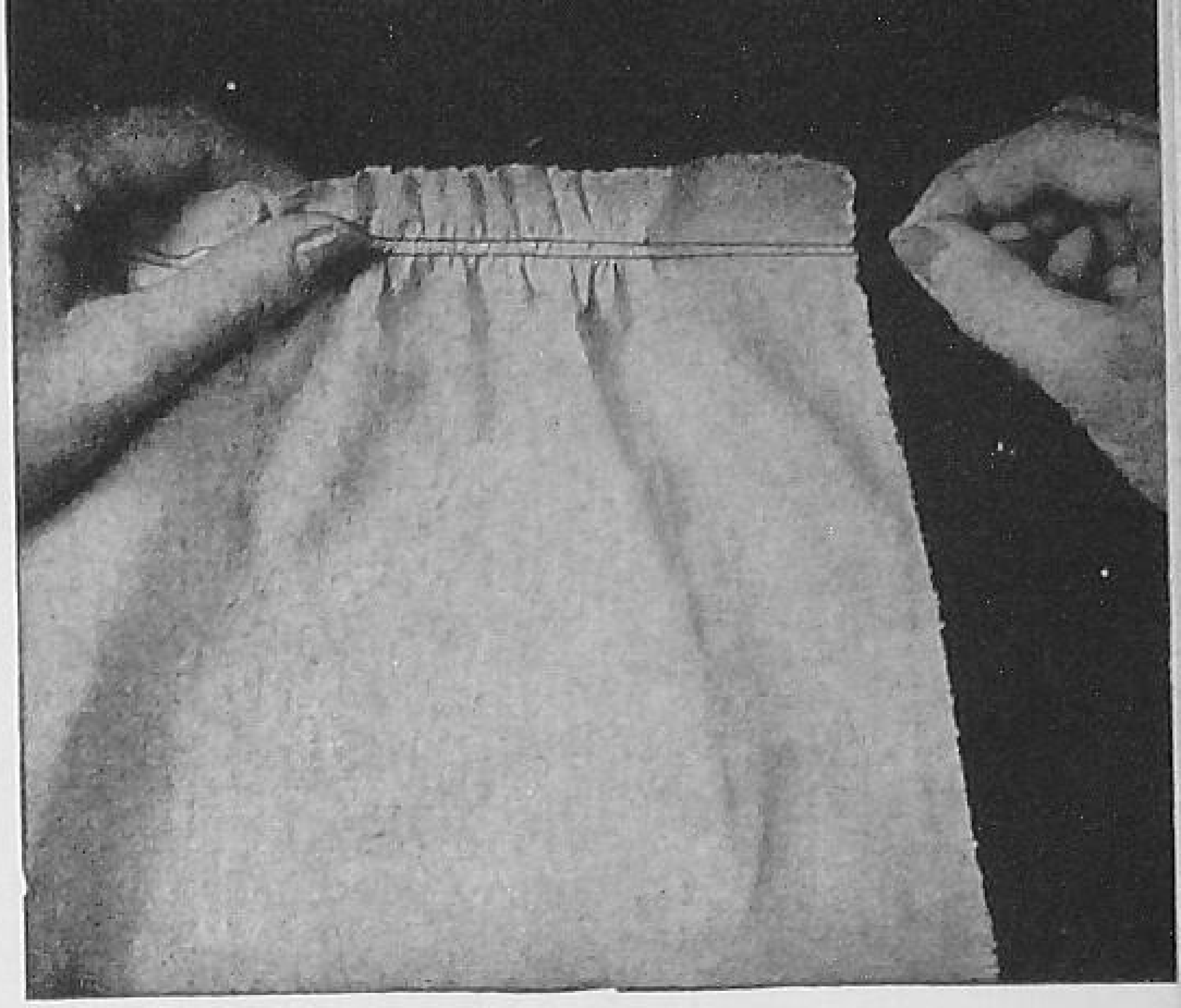
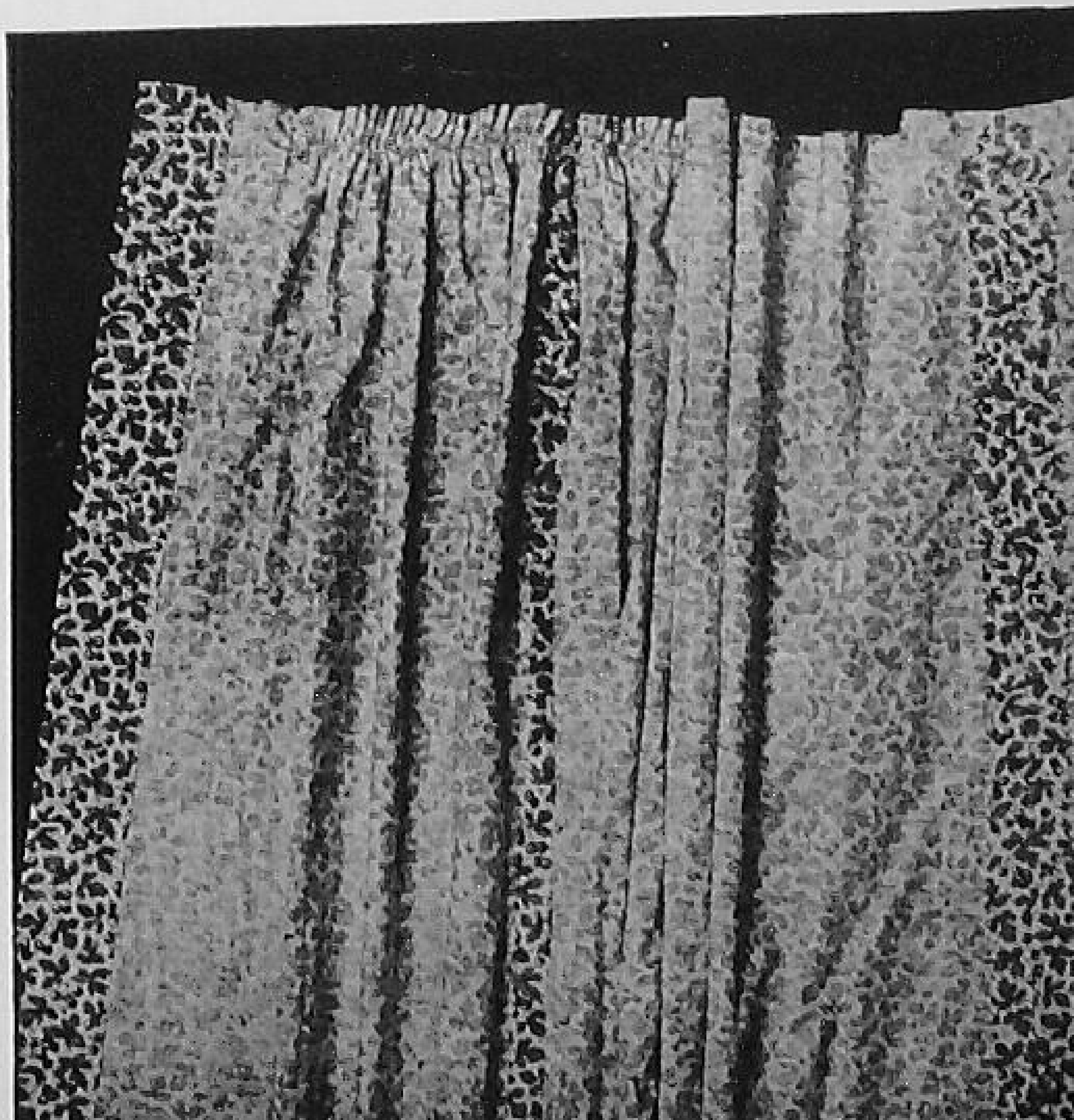


Fig. 99. gathering machine stitching
To gather the material, draw up the bobbin thread of machine stitching.

2. Pin the center front of the top tie-belt to the center front of the skirt with the right sides together.
3. Pin each end of skirt to belt at points marked on pattern.
4. Adjust fullness of skirt smoothly with a little less fullness across the center front than at the sides.
5. Pin skirt carefully to belt, always having skirt next to you so you can see how to adjust the gathers.
6. Be sure the fullness of the skirt is uniform on both sides of center front.
7. Baste top belt to skirt.
8. Stitch.
9. Remove bastings.
10. Press seam. Both edges are pressed up.

Fig. 100. gathering top of apron skirt
Hold the gathering in place by wrapping threads around pin.



Joining Bib to Belt

1. Pin lower edge of front bib to top belt with center fronts together.
2. Baste.
3. Pin straps to top belt at points indicated on pattern.
4. Baste.
5. Try on apron and check length of bib and placement of straps.
6. Adjust if necessary.
7. Pin the top edge of the under belt over the seam with the bib and straps between the two thicknesses of the belt. Be sure the center front lines and the seamlines are together.
8. Baste.
9. Stitch seam.
10. Remove bastings.
11. Press seam.
12. Turn ends of belt right side out and press edges so they are smooth and flat.
13. Crease the lower edge of under belt on seamline. Pin and baste to the line of stitching on the seam joining skirt and belt.
14. Hem belt down to seam by hand or stitch around the tie-belt. The stitching serves as a top finish as well as to attach the under belt.
15. Examine the apron to be sure all threads are tied and clipped and all bastings removed.
16. Press apron, dampening with pressing cloth or sponge.

The Final Check-Up

How does the completed apron look? Does it fit well? Do you like it?

CLASS DISCUSSION AND ACTIVITIES

1. Have you reached the goal you set for yourself in making the apron?

   What things have you learned to do well?

   What do you need more practice in doing before you are skillful?
2. Plan another apron which will be quite different from this one, but that could be made from the same pattern.
3. Figure the total cost of your apron. Was the money well invested?

What You Can Do for Your Clothes

IF YOU desire to look attractive and to wear good clothes you must learn how to take care of them. You must put into practice what you have learned. Clothes will not take care of themselves. If you had a good car you would take care of it so it would serve its purpose well and look like new as long as possible. You would have it greased whenever necessary. If a tire became punctured, you would see that it was repaired immediately, and you would have the car washed frequently and polished occasionally.

Clothes also need just such care if they are to give good service and add to your attractiveness. They must be kept in good repair. Daily and occasional care must be correctly given and clothes must be kept clean. If an emergency arises special care is necessary. You may not always know how to meet an emergency, but you should know where to go for information or advice.

You should learn how to take care of your clothing long before you assume complete responsibility for choosing and buying it. This will be helpful to you later when you buy, because you will know some of the things that make clothes unsatisfactory insofar as care is concerned. Thus you can help to make the job of caring for your clothing less difficult.

A well-planned clothes closet such as the one shown on page 112 is a great help in keeping clothes in good condition.

If you have good standards of personal appearance you will find pleasure and satisfaction in keeping your clothes in good condition. You will not be likely to say "I haven't anything to wear." Very often such remarks are made by people who really have many clothes, but they have not learned how to take care of them, or have not formed the habit of always keeping them in good condition. If some relative or friend should come to your home today and unexpectedly invite you to go on a trip provided you could leave in a couple of hours would you be able to accept the invitation? The condition of your clothes would be a very important factor.

Clothes must be kept in good repair. The time and work involved can be kept to a minimum, and real tragedy can be avoided by taking the proverbial "stitch in time." Imagine how you would feel if you lost one of those pretty buttons on your new coat just because you didn't take the time to sew it on securely when you first noticed that it was loose!

Form the habit of looking over your clothes when you take them off to see whether fastenings need to be secured, ripped places in seams or hems mended, or belts or cuffs tacked. If you accidentally tear your dress it may need to be patched, and of course stockings must be darned. Sometimes repairs will take only a few minutes and can be done at once when you discover them, and what a difference it does make in one's feelings to know that clothes are in good condition. Repairs that take more time must be planned for in one's time schedule.

Don't be caught in the predicament in which the Cheerful Cherub in Rebecca McCann's poem found himself when he said:

> "I threw my coat around me
> To take a haughty leave,
> But my hand went through the lining
> Instead of down the sleeve!"

Keeping Clothing Clean

If a person wishes to be an acceptable member of society he must keep his clothing clean and free from odor. It takes time, effort, and expense to keep clothes clean. You can do many things for yourself and not only save money but have the assurance they will be done well. Of course, you must learn how to do them correctly. Clothes that are washed carefully and whenever necessary will give much better service than they could possibly give if they are allowed to become very soiled.

You will probably begin with underwear and hose. They are easy to do but should be washed as soon as possible after wearing. As perspiration has a deteriorating effect on fabrics, it should be removed promptly.

Directions for washing underwear and hose. 1. Examine underwear and hose for any needed repair which should be done before washing.

2. Use plenty of warm water and mild soap. Make a good suds, being sure all the soap is dissolved.

3. Squeeze the suds through the garment until clean. Do not rub silk, rayon, or nylon hose, knitted underwear, or silk garments. Rubbing damages these fibers and in the case of rayon, which is weakened when wet, holes may actually be rubbed into the garment.

4. Rinse thoroughly through several waters of about the same temperature as the soapy water used for washing.

5. Squeeze out the water. Do not wring.

6. Roll in a bath towel to remove excess moisture.

7. Smooth into shape and hang up to dry where there is a good circulation of air. Since high temperature weakens the fabric, hose and underwear should not be placed on a radiator or near a hot-air register or stove to dry.

8. Hose and underwear should be hung on smooth rods or racks.

Collars and Cuffs Need Frequent Care. White or light collars and cuffs are very attractive if they are always clean and nicely ironed, but nothing looks much worse than soiled ones. They usually need to be washed after each wearing. Sometimes people are careless in the care they give collars because they dislike basting them into the dress so often. It is a somewhat boring task, and an excellent way to avoid it is to put small snaps on the collar and on the neck of the dress. It takes only a short time to sew them on, and then your troubles are over because it is no bother to unsnap the collar from the dress. Put the flat part of the snap on the dress. If the dress is dark in color and the collar light they will look better if you put black snaps on the dress and light ones on the collar. Be sure they are the same size.

Now that you understand how to care for these accessories, there can be no real excuse for grimy collars.

General Care of Clothing. The general care of clothing may be classified as: daily care, occasional care, and seasonal care.

Daily Care. Have you ever seen a person who stepped out of his clothes and left them on the floor just where they fell? If you have, and if you have learned the importance of taking good care of your clothes, then surely you felt that it is no wonder that person never looks quite right.

What are the things involved in daily care of clothing? The old adage "a place for everything, and everything in its place" gives us one hint.

Having a place for everything means that you must plan with other members of the family for the places that are necessary. If you have a room of your own, your problem will be an easy one; but if you share a room with someone else, you must plan with that person for space for both of you. Drawer space is needed for such garments as underwear, hose, sweaters, blouses, or shirts, gloves, handkerchiefs, ties, and other accessories. Closet or wardrobe space is needed for garments which should be hung. There should also be shelf space for hats and a shelf or bag for shoes.

When you remove your clothing it should be hung over the back of a chair to air and dry if it is damp from perspiration and later put away in drawers or hung up. If repairs are needed, or if the garment needs pressing, it is wise to plan to do it as soon as possible. This will put the garment in condition to be worn whenever you wish.

Hang your clothes on hangers that will keep them in good shape, and put them in your closet where they will be protected from dust. Figure 41 on page 112 shows a well-arranged closet.

Garment bags are excellent for the things you do not wear regularly. Very attractive bags may be bought — dress bags, shoe bags, and laundry bags. These are, however, quite expensive, and you can make them very easily from heavy unbleached domestic or some other closely woven material. A closet can be made very attractive with bags that match. Hangers, hatstands, shoe racks, and other closet accessories are shown in Figures 42, 101, and 102.

Occasional Care. Occasional care includes laundering, cleaning, pressing, airing, and brushing.

Laundering is one of the most important factors in care because of the importance of cleanliness. Laundry may be done in the home, in the home of a laundress, or in a commercial laundry. General household laundry may be sent out to a commercial laundry while finer things are done at home. Almost everyone has some clothing that must be handled very carefully. Even though someone else usually does this for you, it is wise for you to know how different materials should be handled. You may need to do it yourself some day.

Nylon and rayon garments should be washed quickly in lukewarm water in which a mild soap or detergent has been dissolved. Neither should be rubbed — instead squeeze the soapsuds through them. After thorough washing and rinsing, dry as much as possible

in a towel and iron while damp. Iron with the grain of the material, using the correct temperature as indicated on the iron.

Much of the lingerie now on the market is made of knitted nylon, which is called *nylon tricot*. Often, flounces or other sections are permanently pleated. If carefully handled, these garments can be washed as easily as plain ones. The correct method is to squeeze the soap suds through the garment, rinse thoroughly in water of the same temperature as that used for washing, and "drip dry" by hanging the garment carefully in a place where water can drip from it without ruining floors. Other new fabrics, such as *orlon* and *dacron*, must be handled in the same manner.

Washing Sweaters. Sweaters must be handled very carefully in washing. If made of wool, the temperature of the water is very important. First, however, the sweater should be measured and an outline of it made on paper. A good plan is to make the outline when the sweater is new before it has stretched. After washing carefully, stretch the sweater to the size and shape of the outline and dry. Some people like to use wire forms on which the sweater is placed to dry. These can be adjusted to the correct size and they simplify the shaping and drying of the sweater. Great care must be taken to use water that is barely lukewarm for both washing and rinsing. Many sweaters are wool, which is ruined by hot water.

Dry Cleaning. Some materials cannot be washed satisfactorily, but of course they must be kept clean. The method used is called dry cleaning, and is done by using cleaning fluids such as gasoline, benzine, or naphtha. This type of cleaning should not be done at home because of the danger involved. Dry cleaning fluids are highly inflammable. A very small amount of rubbing or friction may cause an explosion; people have been known to suffer such serious injury as to be disfigured for life. This is a great price to pay, and it is much better for people to buy garments that can be washed if they feel they cannot afford to pay for necessary dry cleaning.

Shoes should be cleaned when they are taken off. Brush them to remove dust. Polish frequently with a good polish. This keeps the leather soft and is good protection against cracking.

Shoe trees are a real help in keeping your shoes in good shape, but they must be the right size. Tissue paper can be tightly stuffed in the toes if you do not have enough shoe trees.

White shoes and white belts are easily cleaned with either paste

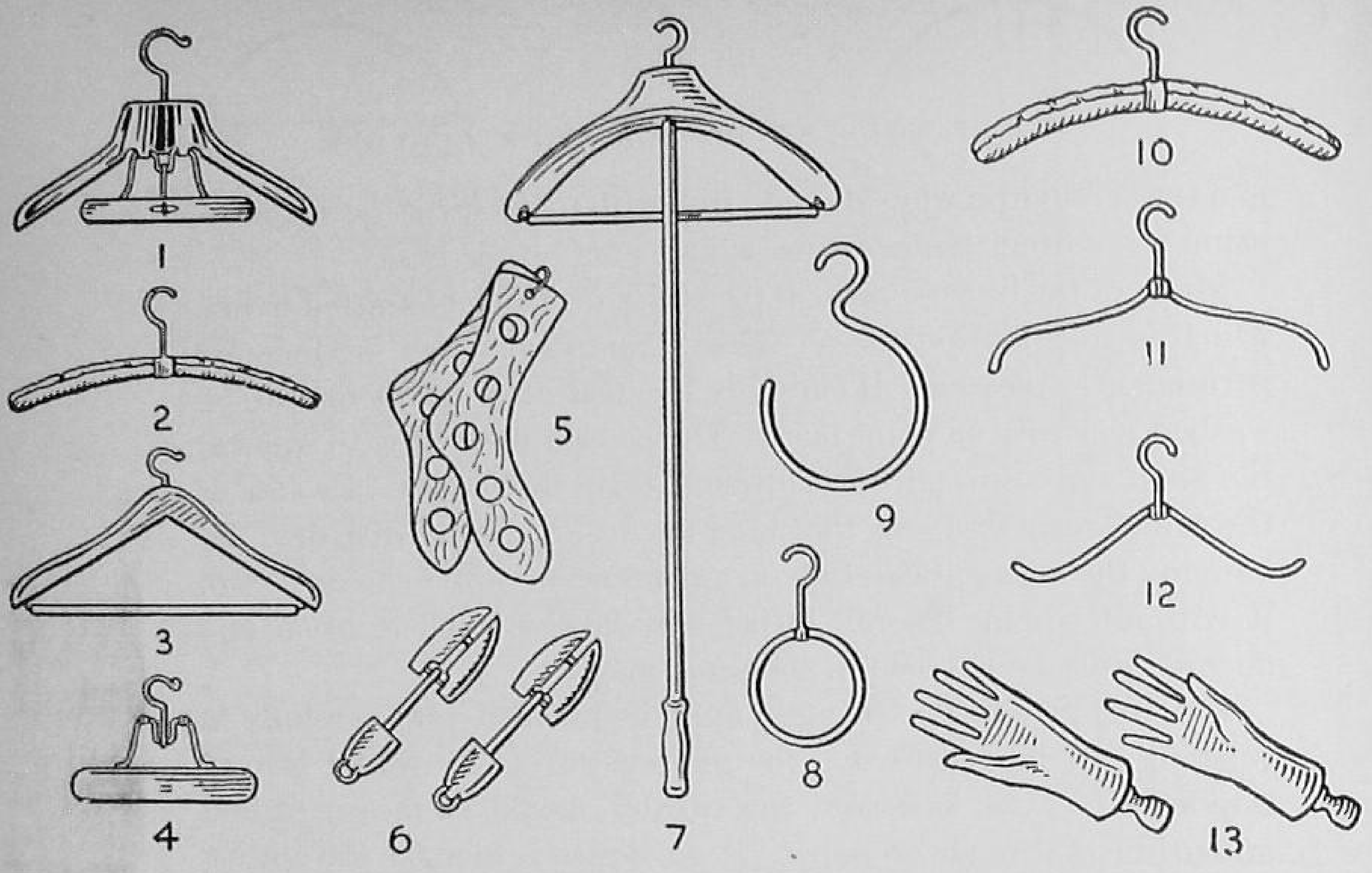


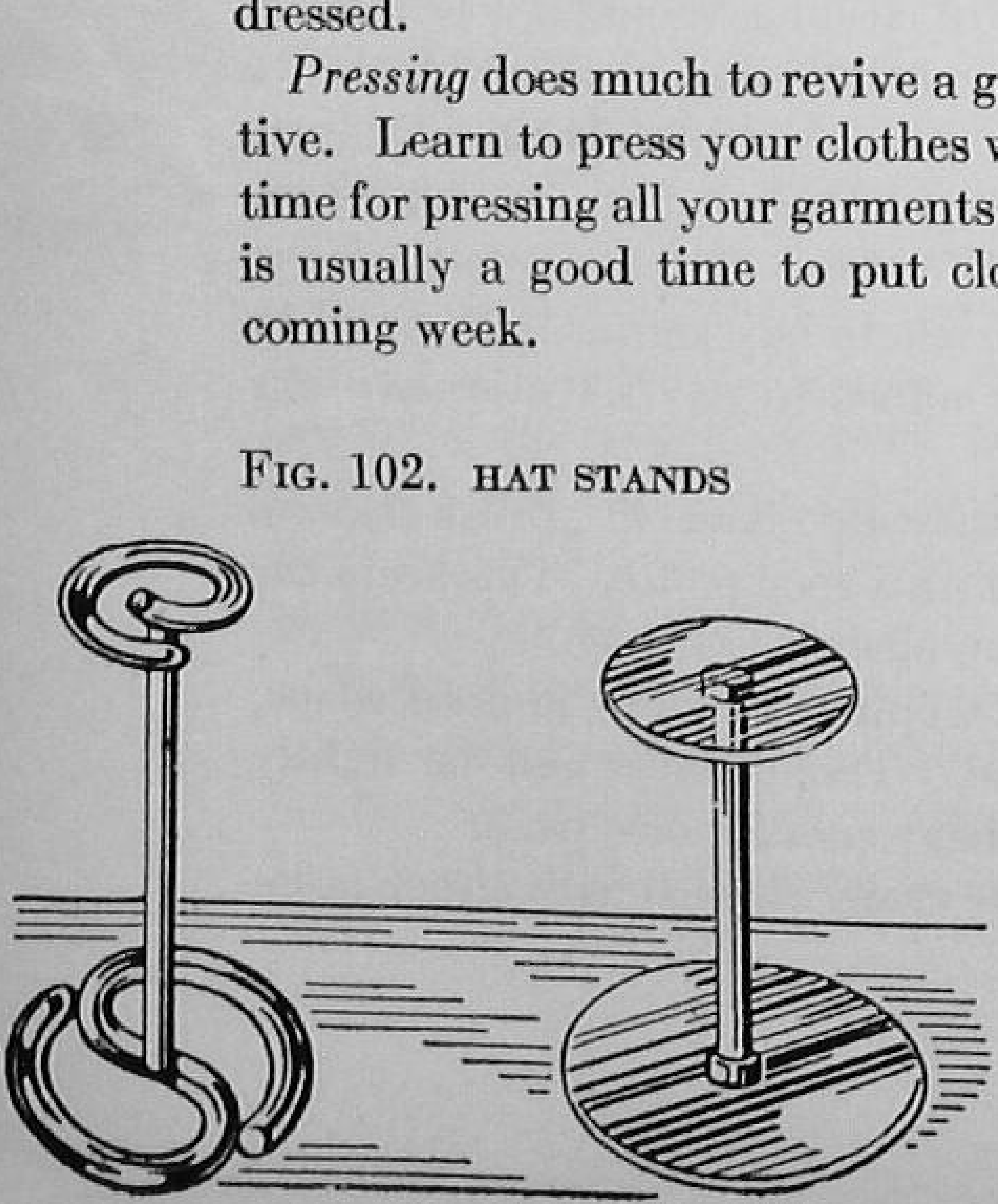
FIG. 101. AIDS TO GOOD CLOTHING CARE

1. Suit hanger. 2 and 11. Dress hangers. 3 and 7. Coat hangers with trouser bar. 4. Hanger for trousers or skirts. 5. Stocking driers. 6. Shoe trees. 8. Ring for ties or belts. 9. Fur ring. 10. Short-hook padded hanger. 12. Hanger for evening dresses. 13. Glove driers.

or liquid cleaner. Follow directions carefully and either brush or rub when dry to remove any excess powder. Dirty white shoes are unsightly, so don't forget when you are considering buying white shoes that they must be kept clean if you are going to be well-dressed.

Pressing does much to revive a garment and make it look attractive. Learn to press your clothes well and plan to reserve a special time for pressing all your garments that need it. Saturday morning is usually a good time to put clothes in good condition for the coming week.

FIG. 102. HAT STANDS



Most new irons have a temperature control indicated by the names of the various textile fibers. This simplifies pressing because there need be no guessing as to the temperature that will be right for some particular material. You will note that linen is pressed or ironed

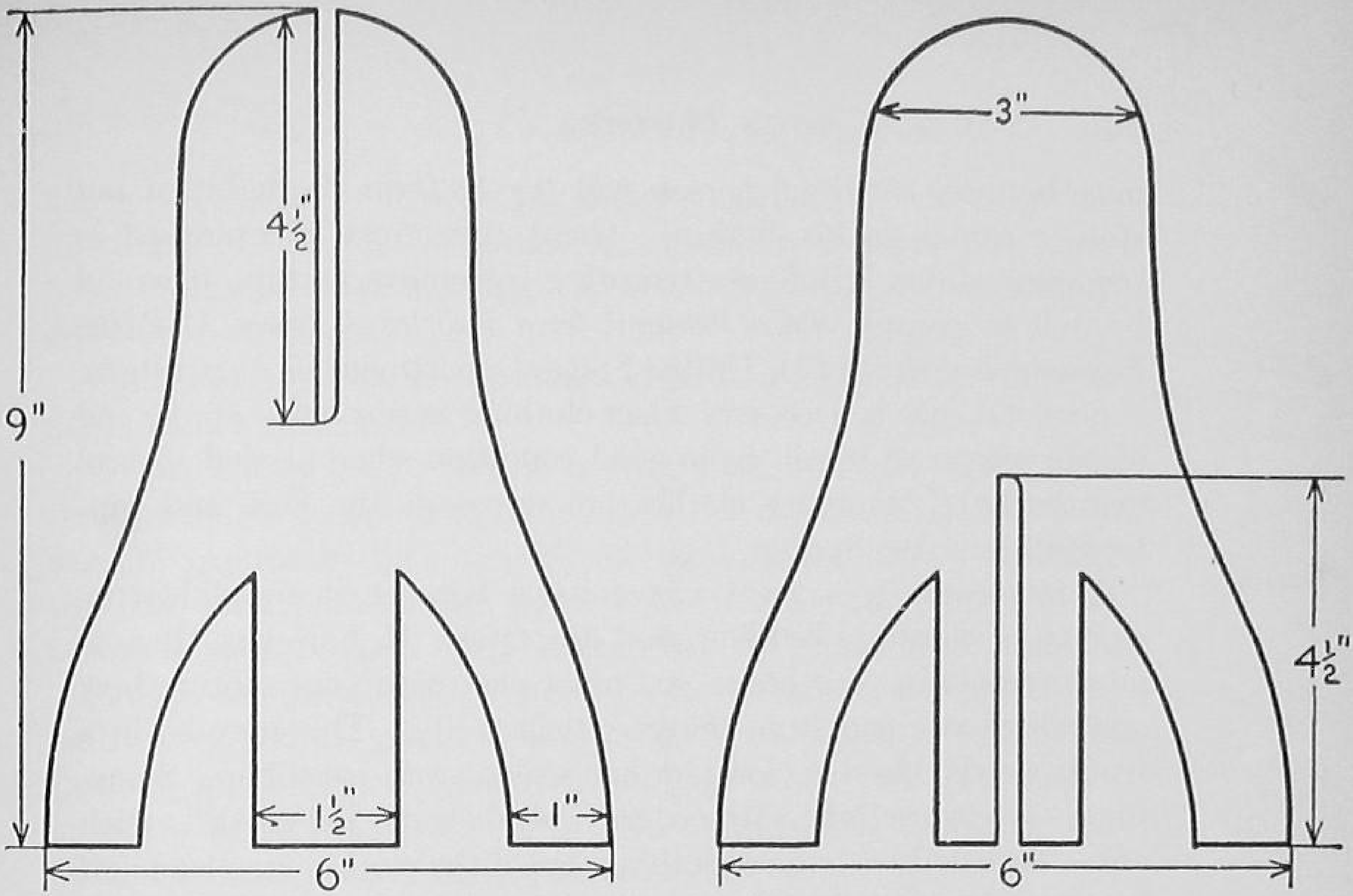


FIG. 103. A HAT STAND CUT FROM CARDBOARD OR PLYWOOD

with the highest temperature, and the temperature is decreased for other materials in the order listed, cotton, wool, silk, and rayon. In pressing rayon the temperature should be only warm because high temperature damages the fiber, in some cases even melting it. Other irons have temperature indicators that read low, medium, and high.

If you wish to *press a pleated wool skirt*, first brush it and be sure there are no spots. Pressing a material that is spotted tends to set the stain and makes it very difficult to remove. The right side of the skirt should be placed down on a wool pressing cloth. This helps to avoid the shine that results from poor pressing. The pleats may be pinned in at the bottom. Place a heavy cotton pressing cloth on top of the skirt, sponge lightly with water, and press. It is better to lift the iron when moving it rather than to slide it back and forth. This also helps to keep the material from getting shiny.

Trousers are pressed in the same general way, except of course they are right side out. Thus, two wool pressing cloths should be used, one underneath and one on top, as well as the heavy cotton cloth on top of the upper wool cloth.

Stain removal may be necessary occasionally. While accidents

may happen, a careful person will try to form the habit of not spilling things on his clothes. Great care must be exercised in removing stains. Before attempting to remove a stain, it would be well to consult *Stain Removal from Fabrics — Home Methods, Farmers' Bulletin*, 1474, United States Department of Agriculture.

Seasonal care is necessary when clothing is put away at the end of one season so it will be in good condition when needed several months later. Summer clothes are stored in the Fall, and winter clothes in the Spring.

A storeroom is a great convenience because it simplifies the storage of clothing, bedding, and draperies. If, however, there is no storeroom in your house you must plan with your mother how and where you can store things satisfactorily. This may be in a trunk, a cedar chest, a closet, or in a sealed moth-proof bag. Sometimes closets are lined with cedar. This does not kill moths, which are so destructive to some clothing, but if the clothes are clean and free from moths when they are put away, the moths will not seek them in a cedar box or closet if it is kept closed.

When it is time to store summer clothes they should be repaired if necessary and washed. They should not be starched or ironed. Fold carefully and wrap in paper, then pack in a chest or trunk. Be sure to label the package so you will not have to open half a dozen packages before you find the thing you are looking for.

The storage of wool clothes presents a greater problem. Wool clothing is usually more expensive than other kinds and it seems to be more easily affected by destructive agencies, especially moths.

> "A moth is such a fairy thing,
> So lightly through the air it floats —
> Who'd think that it subsisted on
> Our heavy winter overcoats!"

Buying coats, suits, and sweaters to feed moths is certainly an extravagance, and the only way to prevent this waste is to learn how to put wool clothes away so carefully that the moths won't be able to get into them.

First, clothes must be perfectly clean and free from all dust. A thorough brushing and airing before dry cleaning is advisable. Brush under the seams, in the pockets, under collars and cuffs. *After cleaning* the coat may be sealed in a moth-proof bag which all dry cleaners have on hand in the Spring when winter clothes must be put away. These bags must be completely sealed. The small-

est opening is large enough for hungry moths. Don't make the mistake of putting soiled clothes in a moth-proof bag. They may have moths in them and bags do not kill moths — they simply repel their advances.

Winter hats should be cleaned and packed away as carefully as other winter clothing.

When clothes are packed in trunks, moth balls are often scattered through them. The odor keeps the moths away, but does not kill any moths that may already be in the clothes. Clothing that has been packed with moth balls must be thoroughly aired before wearing because the odor is strong and rather objectionable.

Shoes and galoshes that need to be stored should be clean. Leather should be polished with a good oil which is rubbed in thoroughly. Stuff the shoes with soft paper and wrap. Then store in a dry place which will be as cool as possible. Damp, warm air causes leather to mold and galoshes to melt.

Aids to Clothing Care

1. Clothes closet or wardrobe should be equipped with a *top shelf* for hats, a *rod* on which to place coat hangers (this must be sufficiently high from floor to allow all dresses to clear the floor)
   - a *shelf* for shoes or
   - a *shoe bag*
   - a *bag* for soiled clothes
   - hooks (must be rustproof)
   - rack for ties
2. Hangers for
   - *a.* coats
   - *b.* dresses
   - *c.* skirts
   - *d.* trousers

   Even a newspaper rolled and tied makes a good hanger.
3. Hat stands for hats in current use
4. Hat box for storing hats out of season
5. Clothes bags
6. Shoe kit
   - shoe brush
   - shoe cloth
   - shoe polish

7. Clothes brush
   Hat brush
   Whisk broom
8. Chemical sponge
   for cleaning suede shoes, gloves
9. Shoe trees
10. Sewing kit
11. Boxes for
    handkerchiefs
    socks or hose
    gloves
    belts

    A candy box will do, or you may have matched sets.
12. Dresser drawers for underwear, sweaters, accessories, and personal grooming aids.

Laundry Equipment

The essential household equipment for the laundry includes such articles as soap flakes, starch, supplies for stain removal, a clothes rack, a line and clothes pins, as well as a good iron and ironing board. A sleeve board is desirable as well as the large board.

When you are through using any equipment be sure to put it away so it will be in condition to use the next time. Great care must be taken when pressing to keep the iron at the right temperature. An iron that is too hot will quickly scorch or even burn a hole; if your iron is not equipped with a heat control, it is a good idea to remove the cord from the iron occasionally and hang it on a hook. An iron stand or an asbestos mat to use on the ironing board is also a good precaution. Always detach the cord if called away while using an electric iron, as serious fires have been caused by allowing a hot iron to rest upon the board. Since this equipment is shared with other members of the family you should take your share in responsibility for its careful use.

Patching and Darning Pointers

A very important item in the care of clothing is to mend, darn, or patch promptly. Friction causes harder wear at certain places, such as the toes and heels of stockings, and over the knees and elbows in garments. A little prompt attention when the garment

first becomes dangerously thin will prolong the wear of the garment and will be less conspicuous than a large patch.

Here are points to think about when you are deciding which type of darn or patch will be best for that place you have to mend:

Shape of the Place to be Mended. A bad snag naturally calls for a different type of mending than that required for a slanting cut or a straight tear.

Material. Does the material have a nap or is it smooth? Is it light or heavy in weight? Is it washable or must it be dry-cleaned? Does it fray?

Size of the Hole. Some types of mending are better adapted for a small hole; others for larger ones.

Where Is the Hole? Is it in a spot that will be strained constantly during use? Or is it in an out-of-the-way place? This makes a difference in how strong the mend must be.

Patches. Cut a patch on the straight of the goods. Sew it on so the crosswise and lengthwise yarns in the patch match crosswise and lengthwise yarns in the material. If the material has a design, match each detail perfectly. This helps hide the patch.

If the article to be mended is old and faded, try to get a matching patch, perhaps from the hem or facing of a dress, under a cushion, or from the valance on a slip cover.

Always shrink new material before using it to patch anything that has been dry-cleaned or washed, otherwise the patch may shrink and pucker.

Darns. Plain darns are suitable for mending small holes, snags, or worn places. Except for small holes and worn spots, darns are seldom used on any material except wool, some laces, or heavy fabrics somewhat like wool in texture.

Use thread that blends with the material. Pull yarns from a scrap of the same cloth if you have any. Or ravel them from straight-cut seams or edges where they may be spared. Use lengthwise yarns for darning lengthwise, crosswise yarns for crosswise darning. If you are raveling yarns from a garment, you may be able to get crosswise yarns from the inside of the hem, and lengthwise yarns from the seam allowances in the skirt and waist.

If you can't get self yarn, use dull sewing thread that blends with the material. Thread usually works up lighter than it appears on the spool, so it is better to use slightly darker thread.

Use a fine needle and short thread. Long threads pulled back

and forth across a tear or hole tend to pull and stretch a darn out of shape.

Work for Flatness. If the yarns are pulled up tight, the finished darn puckers and looks drawn. Too loose stitching, on the other hand, makes the darn look "puffy."

Draw the mending yarn through the yarns in the cloth itself when you can. Take tiny stitches and be especially careful not to pull them too taut when you make a turn. Run the stitches unevenly into the cloth around the edge of the darn so there is no definite line where the darn starts.

Pull ends of darning yarns to the inside of the garment and cut them off, but not too closely. Be sure that all raw edges of the hole or tear are on the under side of the darn.

Usually it is better to darn on the right side of the material so you can see how well you are blending the darn into the fabric.

Press the Finished Darn. Steam-press on the wrong side. Brush darns on wool on the right side to lift the nap.

Hemmed Patch. A hemmed patch is a sturdy mend done by hand. To make it, first cut the smallest possible square or rectangle that will remove the snag, hole, cut, or tear. Cut along crosswise and lengthwise yarns. Then clip this hole diagonally at each corner, about one fourth of an inch. Turn under slightly beyond the ends of these clips. Crease sharply or press, but be careful not to stretch the material.

Slide a piece of matching material under the hole until the design matches exactly. Cut a patch about 1 inch larger all around than the hole. Baste the patch in place, then from the right side hem

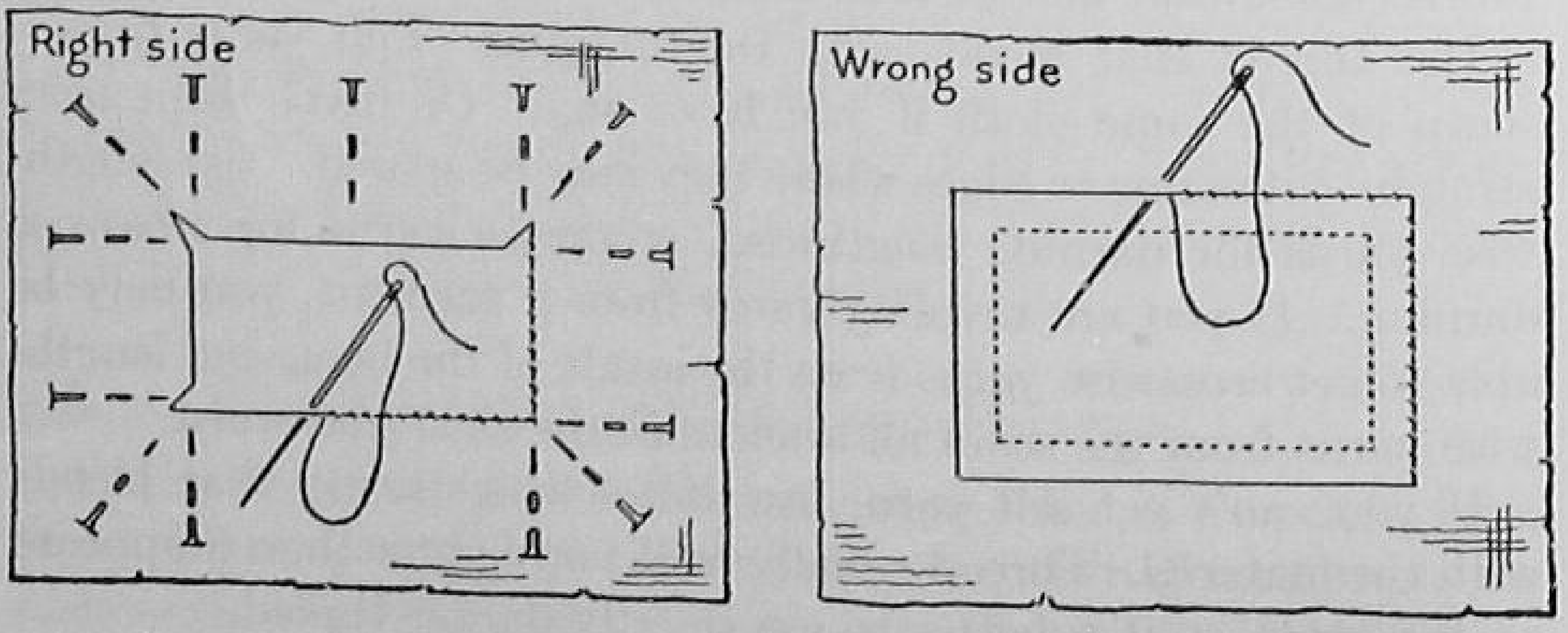


FIG. 104. TWO STEPS IN MAKING A HEMMED PATCH

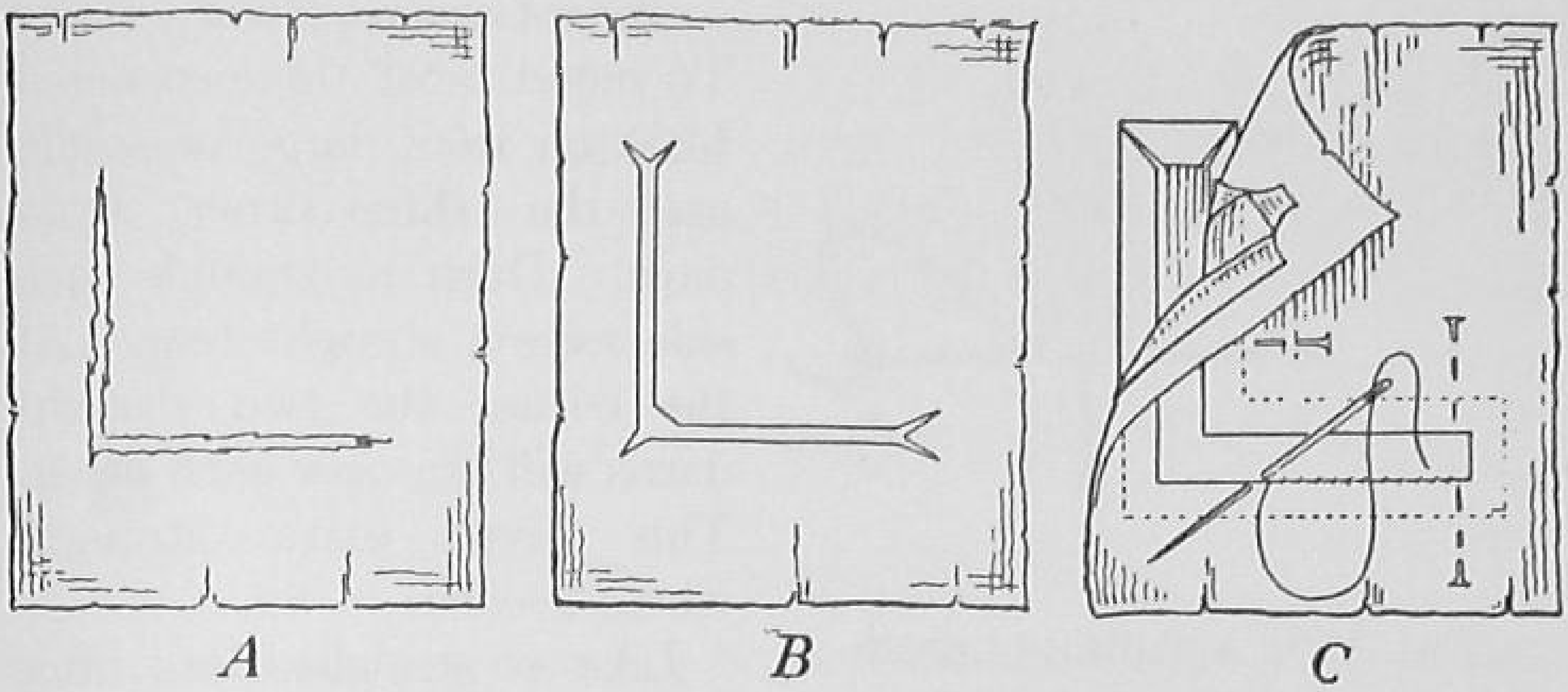


FIG. 105. THREE STEPS IN MAKING A HEMMED THREE-CORNER PATCH

with very fine stitches, especially at the corners. Let these stitches catch in the very edge of the crease.

Now turn to the wrong side. If the material is lightweight and washable, turn the patch piece under about one fourth inch. Snip off the corners to avoid thick lumps. Baste and hem with stitches so tiny they will not be noticeable on the right side. This patch is good for house dresses, and for play and work clothes.

Patches to Press on. These are made of various types of material, treated on one side so that they may be pressed on to the material. They are best suited to men's shirts, women's uniforms, and woven cotton underwear. If you cut out your own patches from treated material, make corners rounded rather than sharp. They stick better and more smoothly. These patches may be bought at many notion counters. Be sure they are guaranteed to wash or dry-clean.

Three-Corner Tears

Patch small three-corner tears on all materials except wool as you would straight tears. Trim the hole to form a square or rectangle. Then make a hemmed patch.

Hemmed Three-Corner Patch. Use this type of patch to mend large three-corner tears on all materials except wool. The three-corner patch may also be used on small three-corner tears if material for patching is scarce. Except for its shape, the patch is made the same way as a plain hemmed patch.

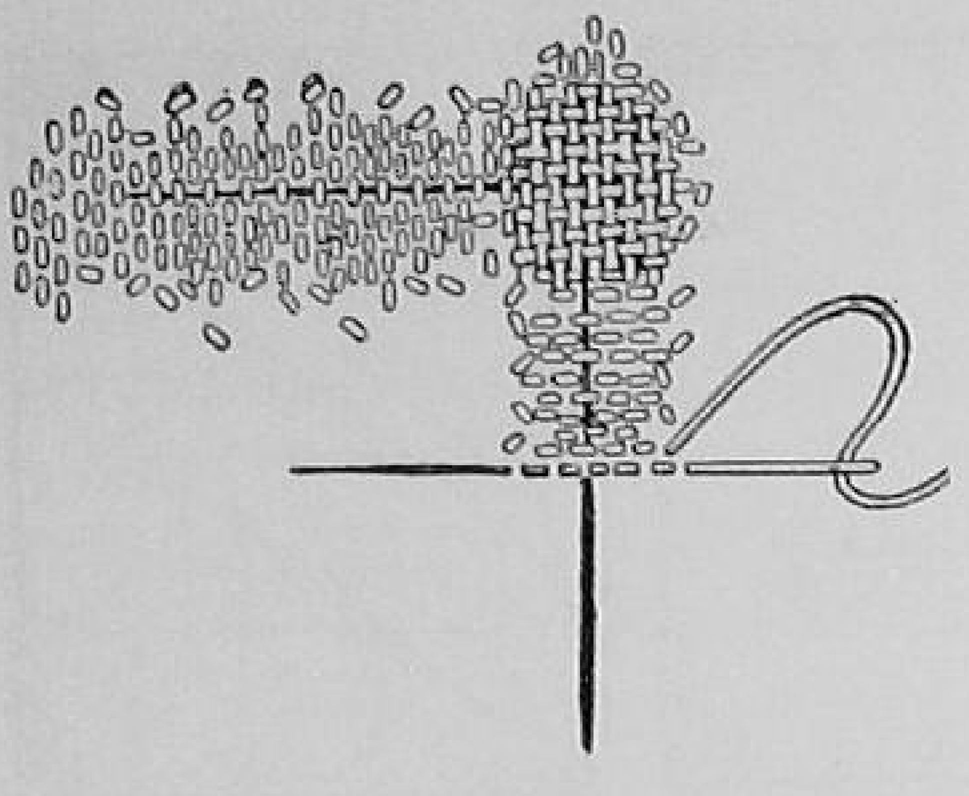


Fig. 106. A THREE-CORNER HAND DARN

Three-Corner Hand Darn. To mend most three-cornered tears on wool, large or small, use the three-corner hand darn. Darn as though each side were a straight tear. At the corner the two straight darns will lap over each other. This gives extra strength where needed.

Like a straight darn, this one may be worked over net or a piece of cloth laid on the under side for strength. Work with special care where the darns lap at the corner or your mend may be bulky and show.

Snags and Small Holes

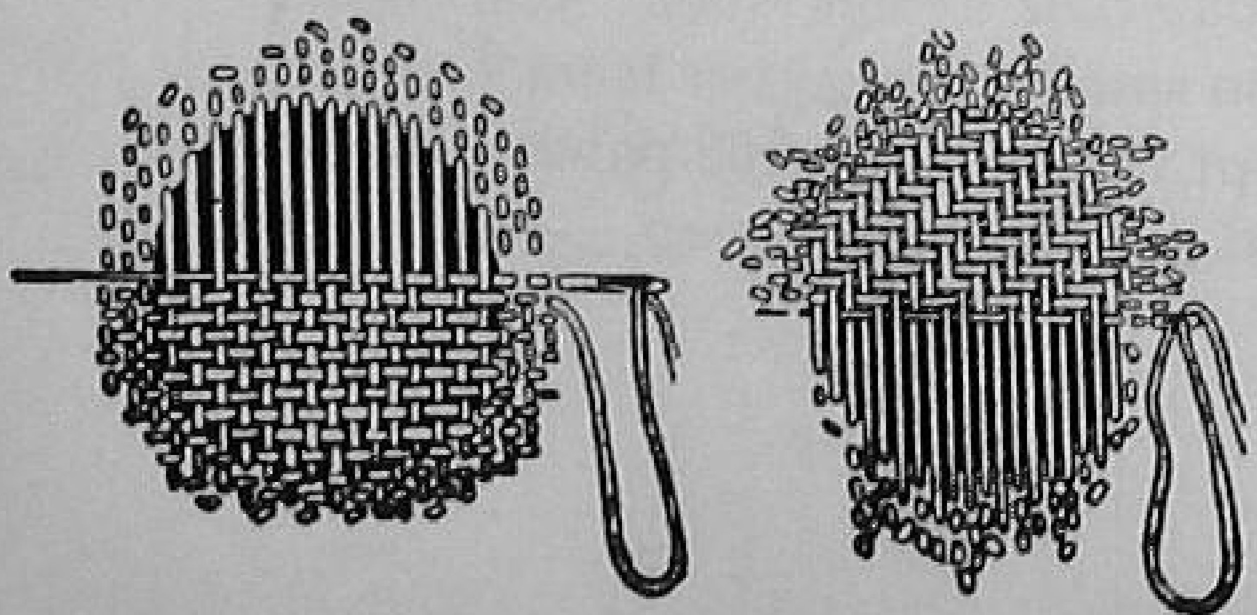
Woven Materials. These materials may be mended with a plain hand darn or by reweaving Reweaving is nothing more than a darn done carefully with matched yarn, so that it reproduces the original almost exactly.

Plain Darn. To darn small holes, first get matching thread. If you ravel yarns from a piece of self material, use crosswise yarns for crosswise darning, lengthwise yarns for lengthwise stitches.

Leave the hole in its original shape, which usually is round. Trim off the ragged edges. Fill in new lengthwise yarns. Then, keeping the darn flat, work with small stitches back and forth across the hole and far enough into the fabric to strengthen the thin area around the hole.

Pattern Darn. For materials having a distinct weave, a pattern darn, which repeats the weave of the cloth, shows less than a plain darn. The simplest pattern darn, illustrated below, shows how the darning produces the diagonal in a twill. To make other pattern darns, first study the weave in the cloth to see how the lengthwise and crosswise yarns are interwoven, then reproduce it as nearly as possible. The pattern darn is suitable for blankets, loosely woven suitings, and damask tablecloths.

Fig. 107. PLAIN AND PATTERN DARNS



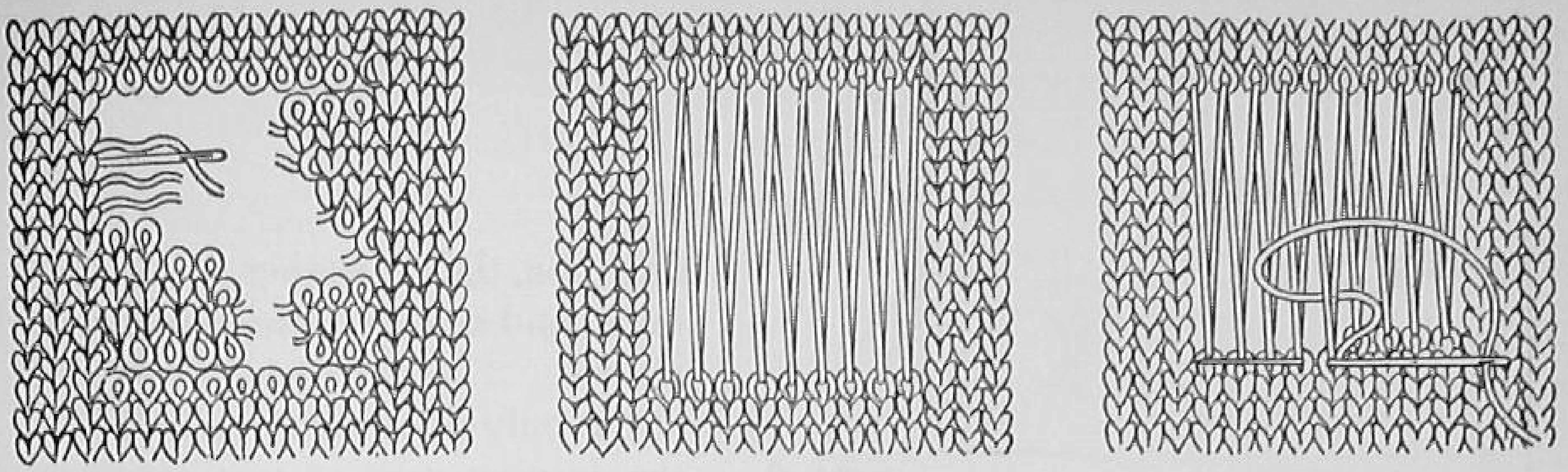


FIG. 108. THREE STEPS IN MAKING A KNIT-STITCH MEND

MENDING KNITTED MATERIAL

In knit material, snags or breaks stretch to form holes. Mend these while they are still small. The following mends will take care of most knit repair. For any of these mends you'll need matching yarn. Ravel out a pocket or some other part of the garment you can do without, or you may be able to buy a matching skein. To keep a simple break in the knitting from growing, catch the end of each loop with a needle and matching thread. Tie off securely on the wrong side.

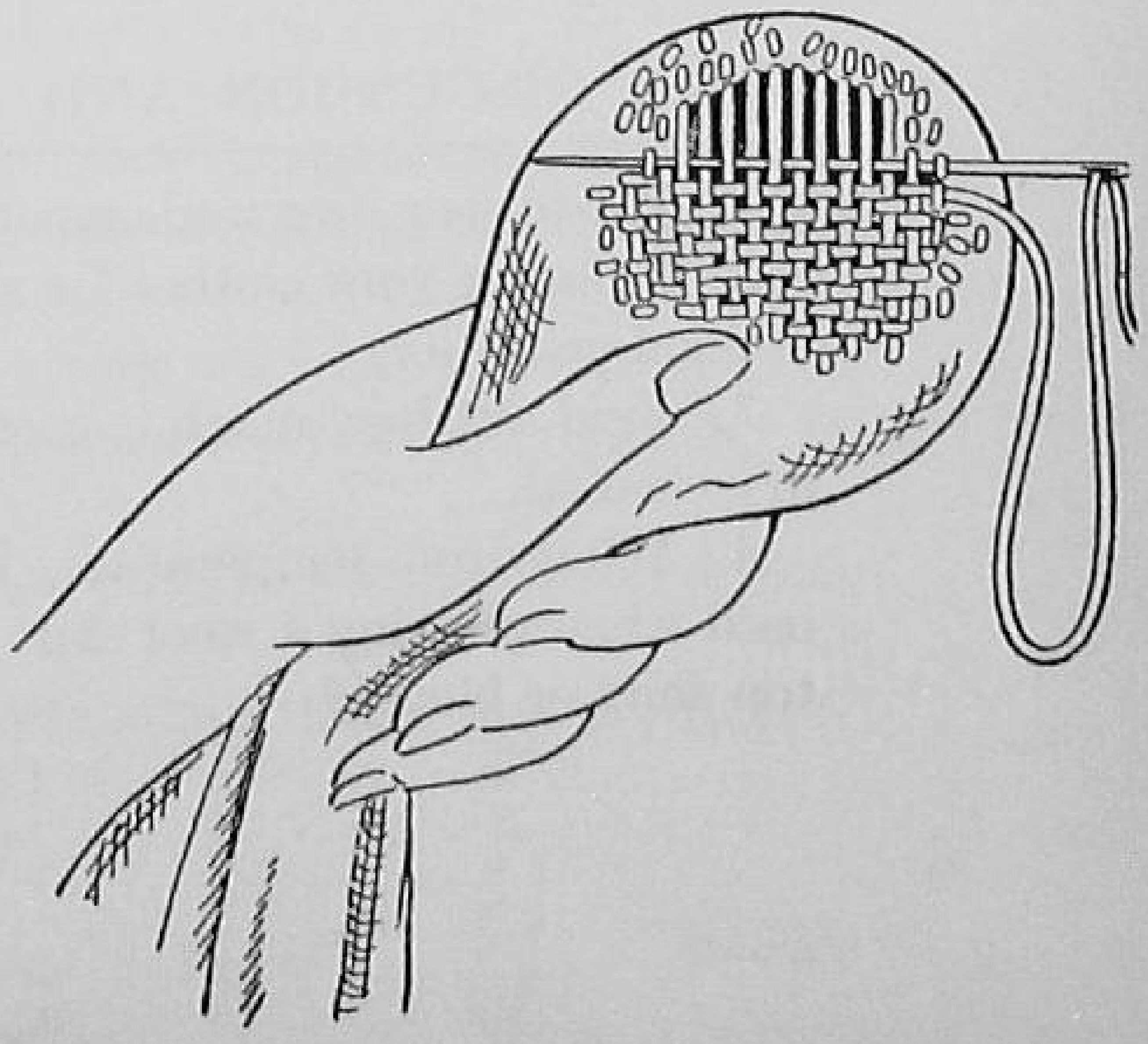
Knit-Stitch Mend. If the knit is plain, you can copy the stitch with a knit stitch. This mend hardly shows, and it will "give" as much as the rest of the garment.

First make two horizontal cuts, one above the hole, one below it. Ravel the knit to the ends of the cuts. A thread may be run through the loops at the top and bottom of the hole to be sure they won't ravel. Thread each loose end and run it back through the fabric on the under side. See Figure 108 *A*.

Then with matching yarn zigzag across the hole lengthwise as in Figure 108 *B*. Work the knit stitch as shown in Figure 108 *C*.

Hosiery. To darn a hole in a stocking foot, leave the hole in the round shape it took as it developed. Snip away ragged edges. Then, with a darner, or your hand in the stocking, work with small stitches back and forth across the hole and far enough into the fabric around the hole to strengthen the thin, weak spot there. Darn in one

FIG. 109. DARNING A STOCKING



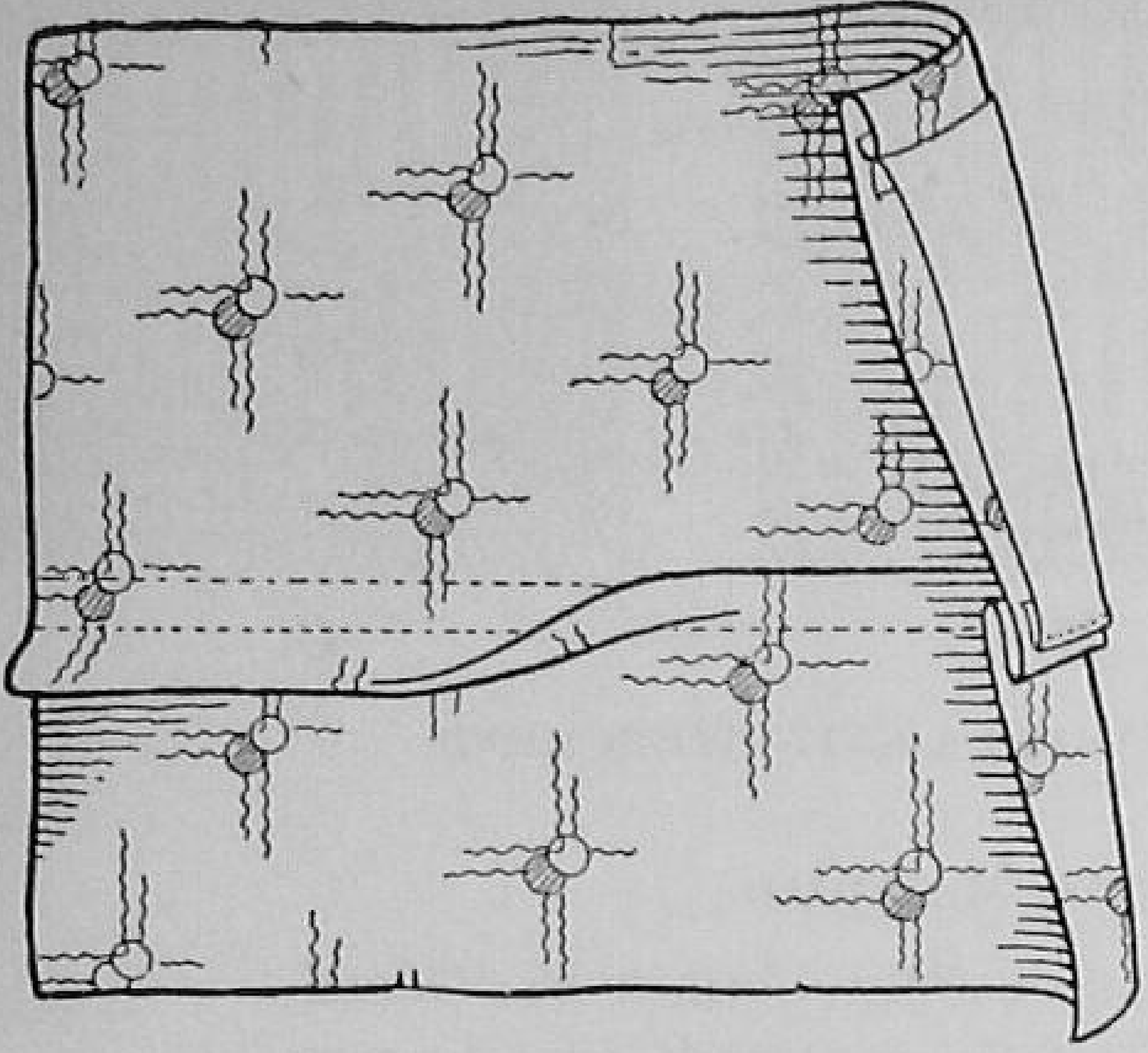


FIG. 110. A USEFUL TUCK

By this means a worn or faded hemline may be concealed when a hem has been let down.

direction, then the other, weaving in and out to make a plain weave.

Use only as many strands of the darning yarn as you need to match the weight of the stocking. The darn will look better and wear longer if you use yarn of the correct weight.

Patches that press on may also be used. These are most suitable for holes or weak places in stocking feet where they will not show.

When new hose run, they may be mended to look like new at shops that specialize in this work. If you mend your own, use a fine needle and fine matching thread. First catch the stitch that is making the run. Then, using the overhand stitch and working from the wrong side, mend the stocking a little beyond the ends of the run. Tie your mending thread securely when you finish. A special hook is available for reknitting runs, but it requires time and much patience to develop skill in using it.

Lengthening Garments. If there is an unsightly worn or faded line which shows where the hem was turned, take a narrow tuck above that line to conceal it. Apply the facing by stitching the upper edge permanently in place under the tuck. Do not stitch through the tuck. If this method will not provide sufficient length, apply the entire hem, and conceal the joining under the tuck.

CLASS DISCUSSION AND ACTIVITIES

1. Wash your own underwear and socks for a week.
2. Examine your clothes for any necessary repairs and put them in good condition.
3. Find out how much it costs to have coats, suits, and dresses dry cleaned.
4. What iron temperature, high, medium, or low, should be used when pressing a wool skirt or trousers? When ironing a cotton shirt or blouse?

Looking Your Best

WHICH SIDE OF THE FENCE are you on? Copy the chart and check the spaces where you belong.

A PERSONAL APPEARANCE CHECK LIST

....Do you slump when walking, standing, or sitting?	....Is your posture good?
....Is your skin muddy or sallow?	....Is your skin clear and fresh-looking?
....Do you have large pores, blackheads, or other skin blemishes?	
....Do you look tousled and messy?	....Are you always well-groomed?
....Is your hair too plain or too elaborate?	....Is your hair arranged in the most becoming way for you?
....Do your clothes lack style and individuality?	....Are your clothes attractive and becoming to you?
....Do your clothes look as though you had slept in them?	....Are your clothes always clean, well-pressed, and in good repair?
....Do you feel that your clothes are never just right?	....Are your clothes suitable for your needs?
	....Are your clothes in good taste?
....Does your costume look thrown together?	....Do you give the impression of having assembled your costume carefully?
	....Do you wear your clothes with an air?

The Personal Appearance Check List is used as an introduction to this section to serve as a reminder of many of the factors that enter into your personal appearance.

Check yourself very carefully — then see what you can learn to do in order to establish yourself permanently on the right side of the fence.

Everyone has the right to be attractive and to have friends; but he must do his part.

The Personal Check List suggests many things that are impor-

tant, and there are others you can add. The first items have to do with *you*, the others are concerned with *you and your clothes.*

In your quest for attractiveness the two cannot be separated. You have often heard the expression "clothes do not make the man," but you do know they are important, along with other things such as good health, a pleasing personality, and fine personal standards.

What are some of the specific things that make some people attractive and others unattractive? Some very definite assets that contribute to attractiveness are good health habits, a happy disposition, friendliness, good manners, poise, and the right clothing well cared for and worn correctly. These and many other desirable assets can be acquired.

Where should one start on this important quest? Good health is certainly one of the most important requisites to good looks, because without it other things are of little avail.

A person in the "pink of perfection" in health has eyes that sparkle, hair that is glossy and seems alive, clear skin, good posture, and a general appearance of well-being. No artificial substitutes can equal the health assets of youth. People lacking youth and good health resort to the aid of cosmetics as a substitute for the natural attractiveness you may have. Of course there are certain rules you must follow in playing the game.

The food you eat is important to your good looks. If you choose food that is essential to your body requirements and eat regularly you will make a fine contribution to your appearance. Sweets eaten between meals may taste good at the time, but don't forget that an excessive amount of sweets and the extra calories can make a difference in your appearance.

Proper elimination is another health habit you must acquire. One way in which the body gets rid of waste is by means of intestinal elimination. Regular daily habits are essential. If waste materials are not eliminated from the body, headache, poor complexion, dark circles under the eyes, and general bad feelings may be the result. Continued neglect often results in very serious illness. Surely it is not difficult to see the relationship between good health habits and good looks.

Sufficient rest and sleep also play an important rôle in this quest for good looks. Boys and girls grow rapidly and are so active that rest is particularly necessary. Eight or nine hours sleep daily is a

minimum for growing boys and girls. How many hours do you sleep?

Have you ever heard the expression, "She is burning the candle at both ends"? This means that she is working and playing very strenuously but is not getting sufficient rest to keep her body in good condition. Good judgment in what you do is very important.

Aren't you always a bit provoked when someone in your group is just too tired to enter into the games and fun that all the rest of you are enjoying? Of course you must realize that some people cannot participate in active sports to the same extent that some others can, so you will not be inconsiderate of them. The person who gets the right amount of sleep under proper conditions will certainly feel better and look better, and will be more ready to share in work or join friends in play.

Recreation is an important asset. "All work and no play makes Jack a dull boy" should not be forgotten. The person who has good times and who enjoys games and sports is always in demand. Such interests help to develop happy people and happy people are good companions. The girl who sits in the corner because she doesn't like to do this or that will soon find that she is left out of the group. If some new game is popular, learn how to play it well, but don't forget that you must be a good loser as well as a good winner. Activity contributes to normal development, which is an important asset to your appearance. A good brisk walk will make you feel like a different person, and think of the good times you can have playing tennis or badminton, riding a bicycle, swimming, or hiking with your friends to a favorite picnic spot.

Where did you find yourself when you checked the Personal Appearance Check List, on the right side of the fence or on the wrong side? If you are not on the right side, how can you get there?

Let us see to what extent posture, grooming, and clothes contribute to attractiveness.

Posture

What is posture? This word refers to the position of the body or as Webster says, "the disposition of the several parts of the body with respect to each other." Posture is largely responsible for the first impression one makes on people. You may not be close enough to a person for him to form an opinion of your personality or your

FIG. 111. STANDING POSTURE

Keep chest high, abdomen in, back straight, shoulders easy. A dress cannot hang well unless you stand correctly.

standards of grooming, but if you carry yourself well and walk with grace and ease it will certainly help you to create a favorable first impression. A person who slumps and is slouchy in his manner of walking, standing, or sitting may give the impression of being lazy or sick. This should not appeal to any normal, healthy young person.

Sometimes people walk with books balanced on their heads in order to acquire good posture. In some places people carry things on their heads instead of in their hands. The Mayan Indian women of Central America carry large baskets of fruits and vegetables on their heads as they go to their market places. These people are very erect and they walk with ease and grace.

Try walking across a room with a book on your head. What

FIG. 112. SITTING POSTURE

Sit well back in your seat. Let your feet help your back to be self-supporting. Hold your head up. Pull your chin in. Hold your chest high.

happens? You will find that in order to keep the book balanced so it will not fall off you must assume an erect position — head erect instead of pushed forward, chest up, abdomen and back flat, and shoulders relaxed. Look at yourself in a full-length mirror with and without a book on your head. What differences do you note in your posture? Would it be a good thing for you to practice walking this way?

Watch your posture when sitting as well as when standing or walking. If you learn to "stand tall" and "sit tall" you will find that as well as looking more attractive you will tire less easily. Notice the posture of people at the dinner table, at a sewing machine, and at a desk. Which do you admire?

The next time you walk along the main street notice the way dif-

FIG. 113. THE BEGINNING OF GOOD GROOMING

ferent people walk. You will see many types, some people moving with grace, some literally pushing themselves along, others fairly waddling. Which are the most attractive?

Good Grooming

Another important factor in a person's well-being is the development of good standards of personal care. This is called grooming. The person who is immaculate and neat-looking is spoken of as a well-groomed person.

The person who is well-groomed commands the respect of people with whom he is associated. People are apt to feel that a person who is careless and slovenly about his person and his clothes will be careless about other things.

Cleanliness is one of the first requisites of good grooming. A person cannot look well or have a feeling of well-being unless he is clean. A look at successful people, business or professional men, actors and actresses, homemakers, and so on, is enough to make one realize that cleanliness and careful grooming are essential.

Personal cleanliness and cleanliness of all clothing are both to be considered. The person who has learned to be and to look clean has progressed a rung on the ladder leading to the goal of happiness and good looks.

Good grooming takes time and must be planned for. Time budgets are important as well as money budgets. In planning time for personal care remember that some things must be done daily and others weekly or at other intervals. Consider the other members of your family and the convenience to the household when you make your plans. Time is not the only thing that must be planned for. Every individual needs certain toilet articles and supplies

and a place in which to keep them. Toilet articles are meant for individual use. No one who is considerate will ask to borrow your comb or other toilet articles. You would not think of sharing your toothbrush with others. Neither should you share other toilet articles. Having a different color toothbrush for each member of the family is an easy way to keep them identified. Each person in the family should have his own towel and washcloth and a special place in which to hang them.

Bathing

Bathing is considered the first requisite of personal cleanliness. No person can be clean unless he bathes frequently. There is no substitute.

The body throws off considerable waste through the pores of the skin. This is known as perspiring and is a normal body function. Perspiration must be removed by bathing, otherwise there will be an unpleasant body odor. People who are not particular about bathing become so accustomed to this odor that they do not realize they may be objectionable to others. Some people perspire more freely than others and some are more troubled with perspiration odor than others. These people must take extra bathing precautions.

The only way to keep yourself clean is to bathe regularly. The daily bath is desirable and if you form the habit of bathing daily you will not feel clean or comfortable if you fail to follow this habit. Conditions frequently alter cases, however, and bathing every other day may be sufficient. The important point is that you make sure you always are clean and free from any kind of body odor.

The usual type of cleansing bath is with warm water and mild soap. This may be a sponge bath, a tub bath, or a shower. A washcloth is a desirable aid. A good rubbing with a rough bath towel afterward will stimulate the circulation and will make you feel refreshed. Many people like a cool or cold shower. This should not replace the cleansing bath, but it is stimulating and after active exercise is desirable. Some people cannot stand the shock of the cold water. If you are chilled and do not feel warm and tingling after your rub-down you should not take cold showers.

For most people plenty of warm water and mild soap is sufficient for cleanliness, but for excessive perspiration one may dissolve a

small amount of baking soda in the water. There are many deodorants on the market which are used especially to counteract underarm perspiration odor. Most of these preparations are satisfactory, but they must be used as directed, otherwise they may irritate the skin or injure clothing.

Hands and face must be washed several times during the day if they are kept clean. A small nailbrush is a real asset when washing hands. Use plenty of soap, rinse well, and dry carefully. Failure to dry your hands carefully often leaves them rough and chapped. After washing, push back the cuticle around the nails. In cold weather, or if water is hard, a few drops of a good hand lotion will keep the hands soft and smooth.

The use of powders, toilet water, or perfumes should never take the place of bathing. They are luxurious additions to one's toilet supplies and will add to one's attractiveness only if they are used carefully and in moderation.

Care of the Hair

Your hair may be your crowning glory, but only if it is well cared for and becomingly and suitably arranged. Daily care should include brushing in addition to combing and arranging whenever necessary. To be attractive hair must look healthy and fairly glisten. Regular brushing with a clean brush stimulates the scalp and keeps hair glossy.

Fig. 114. BRUSHING MAKES IT SHINE

Your hair should be shampooed regularly. No person can be really clean unless the hair and scalp are clean. Shampooing once a week or at intervals of ten days or two weeks, depending on whether the hair is oily or dry, will keep it in good condition. Brush the hair vigorously and massage the scalp before shampooing. Use a solution made from a good mild soap and plenty of warm water. Wash well and rinse thoroughly through several waters until the water is clear

and the hair free from all soap. A small amount of vinegar or lemon juice in the rinse water helps to remove the soap. If this is used it should be thoroughly rinsed out with clear water.

Combs and brushes should be washed regularly at least once a week and dried in the open air and sunshine when possible. Place the brush with bristles down on a bath towel when drying.

When using hairpins, bobby pins, or combs in arranging the hair, it is important to see that they are smooth so they will not injure the scalp.

Care of the Teeth

Teeth must first be healthy. A wise plan to follow is to have a good dentist examine and clean one's teeth every six months. In this way small cavities can be discovered and your teeth will be kept in good condition. Bad teeth can be responsible for such serious trouble that you cannot be too particular about taking care of them.

Regular care should include cleaning and massaging the gums. Brush your teeth thoroughly in the morning, after eating, and at night, and if convenient, after the noon meal also. Salt, equal parts of salt and soda, tooth paste, or tooth powder may be used for cleaning. Rinse the mouth well after brushing the teeth. A mouth wash may be used. Toothbrushes should be kept where there is good circulation of air so they will dry after each use.

Dental floss or tape for removing particles of food which may lodge between the teeth is an important addition to your toilet supplies. If not removed these food particles may cause decay and may also cause bad breath which is offensive. This should be done in the privacy of the bathroom or one's own room — never in public.

Care of the Hands and Nails

Beautiful hands add materially to a person's appearance. But no matter how beautiful they are in shape, they must be well cared for if they are to be an asset. Keep the hands clean, the skin smooth and soft, and the nails manicured if you wish to make your hands attractive.

Manicuring should be done once a week. Learn how to manicure your nails from an expert if you can and then, by planning the time once a week, and acquiring the few necessary articles and sup-

plies, you can take care of your nails yourself. You will need a small bowl for warm, soapy water, a nailbrush, a good file, an emery board, nail scissors, an orange-wood stick, absorbent cotton, polish, and a buffer. A natural polish is much more attractive and desirable than liquid polish. This is obtained by rubbing the nails with a small amount of dry or paste nail polish and then buffing. If liquid polish is used, a polish remover is also occasionally necessary. Continuous use of liquid polish has been found to destroy the natural luster of the nails and to make them brittle and cause splitting.

The length and shape of the nails is important. The shape should conform to the natural shape of the fingers and nails should be only long enough to serve as a protection to the ends of the fingers. Occasional fads for very long, pointed nails suggest barbaric customs that do not seem to belong to civilized people in modern times.

Biting nails is a habit that no attractive person will permit himself to continue. A little persistence and pride in one's appearance are all that are needed to overcome this habit.

How to Manicure the Nails

The manicuring equipment can be arranged on a towel on any table or on a dressing table.

First wash the hands in clean, soapy water. File the nails to the correct length and shape. Learn to do this so all the nails will be uniform in size and shape. Soak the fingers in warm, soapy water. This softens the cuticle. After soaking about five minutes, put a small amount of cotton on the round end of the orange-wood stick. Dip this in oil (cuticle oil or olive oil may be used), or rub vaseline around the base of each nail. With the orange-wood stick push back the cuticle gently but well. Rub the nail until it is perfectly smooth. Then scrub the nails thoroughly, dry, and with the towel wipe off any small bits of loose cuticle. Occasionally it may be necessary to cut off ragged edges of the cuticle but this must be done very carefully, not cutting any more than is absolutely necessary. Hangnails develop from cut cuticle. They make a person's nails look badly and sometimes cause infections that are serious. Put clean cotton on the orange-wood stick, dip in the soapy water, and clean the ends of the nails thoroughly. Wash and dry carefully, then apply the polish and buff to give the nails the desired amount of luster.

Whenever the hands are washed the cuticle should be pushed back with the towel. If the nails are inclined to be brittle a small amount of vaseline can be rubbed on them each night.

CLASS DISCUSSION AND ACTIVITIES

1. Make a list of the toilet articles that seem necessary for good grooming and the prices for each. How much will you have to allow in your budget for manicuring expenses for a year?

2. Have some one demonstrate the correct way to manicure nails, then following this method, manicure your nails once a week.

3. Make a list of the toilet supplies that you would like to have but do not consider necessary for good grooming. How much would they cost? Do you think they are worth the price to you?

4. Shampoo your hair sometime within the next week and keep track of the time it takes from start to finish. Estimate the cost of the soap and any other supplies. How much would it cost you to have your hair done at a beauty shop? What will be the best time for you to plan each week for shampooing your hair?

What Shall I Wear?

Have you ever heard someone say, "What shall I wear?" with such distress in her voice that people would think she had no clothes? Perhaps it was some friend of yours who said it, and who you knew had plenty of clothes but often wasn't well-dressed.

When the question, "What shall I wear?" carries the implication that a person has nothing to wear, usually it means that person has not learned to select clothes wisely or does not take good care of her clothes so they will always be in condition to wear.

Of course you do not want the question to carry this implication. It should mean, "What will be suitable for me to wear for this particular occasion?"

Having attractive clothes in your wardrobe isn't the only consideration. The clothes you choose to wear for a certain occasion and the way you combine them make a great difference. You could wear a suitable dress, but the effect would be spoiled if the shoes, hose, hat, and purse you selected to wear with the dress were entirely wrong and unsuited to the occasion.

The following suggestions may help you to select and combine appropriate clothes:

Clothes should be *simple.* The person who is overdressed looks out of place and makes herself conspicuous. Simple clothes can be very attractive and individual.

Clothes that are worn together should be *harmonious* in color, type, and purpose. High-heeled evening pumps are not in harmony with a sweater and skirt.

Clothes should be *suitable* for the individual and for the occasion. A fluffy dress with many ruffles is not suited to a girl who is large and rather masculine, nor is it suitable for school or picnic wear.

Clothes should conform to our ideas of *good taste.*

Girls have quite a different problem from that of boys in choosing what they will wear because fashions change so frequently. Clothes for men and boys have become more or less standardized in both style and materials, and change very little from year to year.

Since deciding the question, "What shall I wear?" depends upon

FIG. 115. SUIT THE COSTUME TO THE OCCASION

This type of dress by a change in blouse can be made suitable either for school or formal occasion.

FIG. 116. VARIETY IS THE SPICE OF LIFE

where you are going and what you are going to do, let us consider briefly what clothes are appropriate for the occasions on which you will wear them.

School clothes interest you because you spend so much time in school. You have learned the value of being well-groomed and attractively dressed and now you want to put into practice some of the fundamental principles of wise selection. Also, you want variety in your school clothes.

A check list of the things to think about when planning and buying school clothes, or when planning what you will wear to school tomorrow, may help you remember the many things that are important.

CHECK LIST FOR SCHOOL CLOTHES

Simple	Neat looking
Attractive	Comfortable to wear
Suitable	Inexpensive
Becoming	Satisfactory in quality
Easy to take care of	Up-to-date
Individual	Conservative in style

Interesting in color and color combinations

How would you check the clothes you are wearing now? Could you improve your score?

School Clothes for Girls

Sweaters and skirts are practical for Fall, Winter, and early Spring — and what variety one can have! Plaid skirts are always in fashion and since sweaters are inexpensive, one can have several. There can be one to match every color in the plaid and it is always interesting to see how different the skirt looks when worn with a different color. The sweaters may vary in style as well as in color.

Skirts may also be plain colors and with these both matching and contrasting sweaters may be worn. But watch those color schemes!

Jumper dresses or pinafore frocks are attractive and comfortable. The blouses worn with them can be dressy or plain as the occasion demands. This type of dress is a good selection since the appearance of the dress can be changed frequently in this way and therefore you do not tire of it so soon. Plaids, stripes, prints, and plain materials may be used; plain materials, however, show soil and wrinkles more easily than other materials. Check carefully on the color harmony in prints and plaids. Comfort and good fit are also

Fig. 117. SCHOOL CLOTHES FOR BOYS

very important items to be considered. There are, of course, many other attractive styles to choose from which will add variety to your school wardrobe.

Hair ribbons and socks should be carefully planned so that every detail of the costume is pleasing and attractive. Figures 115 and 116 may help you to plan some attractive school clothes.

Boys' Clothes

School clothes for boys should be made of sturdy material because they have hard wear. Trousers should be well fitted if they are to look well and be comfortable. For warm weather, shirts with short sleeves and open necks are comfortable and appropriate.

Sweaters are universally popular because they are comfortable to wear and make dressing easy. Leather jackets also are popular with most boys. They are good wind-breakers. Smooth leather wears better and looks better than suede. A dark color should be chosen when you buy a leather jacket since leather does not always clean well.

Protective Garments

Everyone needs some sort of protective garment — a smock or some type of apron which will keep one's clothes clean. Even a coverall apron can be attractive. A gay flower print apron, trimmed with rick-rack braid, can look so attractive you will almost wish you could wear it all day. An apron should be very trim and nicely fitted. Since it is worn over a dress it must be large enough for comfort but not loose and baggy. Comfort is a great asset at all times; straps that slip off your shoulders just when you are folding the egg whites into the cake batter are a nuisance. What styles will be most satisfactory? Suitability plays a very important part in choosing protective garments. Some dainty little aprons may look pretty but they don't provide protection for your dress when you are cooking. Figure 88 shows the type of dress and apron that would certainly check high on simplicity and suitability. Doesn't its clean crisp appearance make you want one like it? A color scheme could be planned that would suit each individual. Wouldn't you be glad to look as attractive in every way as does this girl in the picture?

Boys usually wear one of two types of protective garments — coveralls and butcher-type aprons — depending on the sort of

work or fun. A butcher apron made of ticking is just the thing when cooking steaks or wieners over a picnic fire.

Clothes for Fun

Dressing for the occasion is very important if you are to enjoy the many things you do for fun. If the type of party is not indicated in an invitation, it is always permissible to ask your hostess how you should dress — and much better than to wear the wrong kind of clothes.

Picnic Clothes. Picnics are fun when you are dressed suitably for them — but don't you feel sorry for the girl who can't enter into the fun because she is afraid she will spoil her dress! Just imagine gathering wood and building a camp fire in a thin organdy dress.

Figure 118 shows a very satisfactory picnic costume. The skirt is a happy solution of the problem of being suitably dressed for getting to and from the picnic and the shorts are comfortable and convenient for play clothes. What standards would you set for the styling, fit, and appearance of shorts that would be acceptable?

Fig. 118. DRESS FOR THE OCCASION SO THAT YOU CAN ENJOY YOURSELF

Slacks are also good picnic clothes and are more comfortable on cool days. They should be well styled — not too floppy, and well fitted. If you wear slacks, however, don't forget that your conduct must be that of a well-bred girl.

Cold Weather Sports. Cold weather sports demand quite different clothing. Adequate protection from cold and moisture must not be forgotten. No matter how much fun you have at the time, the memory is far from pleasant if you take cold and have to miss some of the

other good times the crowd is planning. Clothes have a lot to do with health. One must be warmly dressed, but clothes should not be heavy or too cumbersome. The ski suit, which has been so popular in recent years, is ideal. This suit fits snugly at neck, wrists, and ankles. It may be made of wool, usually finished so it is moisture proof, or of heavy moisture-proof cotton. The styling is smart and the wearers look as though they were prepared to have a good time.

Party Clothes. Party clothes are fun when you have learned how to wear them and enjoy them. They may be either long or short. The first long dress is a real event, but it does demand grown-up entertainment rather than active games. Isn't it really ridiculous to attempt playing such games as ping pong in a long dress! Most of you will get more real pleasure from dainty, attractive party dresses such as the one on the left shown below because you will not feel so strange. If you are going to wear your first long dress to a party it is a good plan to put it on at home and wear it long enough to get used to it. You will feel much more comfortable and natural when you go to the party.

FIG. 119. A SHORT PARTY DRESS AND A LONG PARTY DRESS

Clothes for Special Use

Rainy-Day Togs. Don't you hate to get your feet wet and then have to sit in wet shoes — and isn't it discouraging to ruin your shoes? Of course it isn't necessary at all; there are now such attractive rainy-day clothes on the market. Cheerful red raincapes with hoods are quite different from old-fashioned mackintoshes, and even galoshes are light-weight and trim looking. Doesn't it seem good when you go indoors after being out in a hard rain and remove your rain garments to have dry feet and to know that your clothes have not been ruined, and what is even more important, that you are not likely to have a cold due to exposure?

We should all feel grateful to the designers of clothing for the attractive clothes that are available for all sorts of use. Our big responsibility is to first analyze our needs carefully and then be sure that the clothes we buy and wear are right for the occasion and for us. Isn't it fun to feel well-dressed?

CLASS DISCUSSION AND ACTIVITIES

1. John and Jean have been invited to spend a week in July with some cousins who live on a farm. They will make the trip by train. What should they wear on the train and what clothes do you think they should take with them?

2. Plan a school outfit for yourself for Spring and find out what it would cost to buy everything ready-made.

3. Your class is planning a Christmas party and there has been considerable discussion about the way the girls should dress. Plan what would seem most suitable and appropriate to you at this time. Would the type of dress worn by the girls have any influence on the way the boys should dress?

So You Are Going to Make a Dress

EVERY GIRL who is learning to sew looks forward to the time when she can wear the first dress she has made. Making an attractive dress for yourself that you will enjoy wearing gives a feeling of pride in accomplishment that is seldom equaled. You need dresses for different types of wear. If you can make some of them, you will be able to have variety and individuality in your wardrobe without too great an expense. A person who can make attractive, becoming clothes is a real artist.

All the things you have learned about color, line, and design, selecting and using patterns and material, and sewing can be put into practice in planning and making a dress. There will be new things to learn too.

When you made your apron you learned several of the fundamental steps in sewing, such as making plain seams; applying rick-rack braid; gathering by machine; making a pocket; sewing on a pocket; making a tie-belt; attaching a belt to a skirt and fitting it properly; and how to press a garment. In making a dress you will be able to see how well you can apply what you have already learned, but you will also find that there are many new things to learn before you become a skillful dressmaker.

PLANNING A DRESS

You have learned that simple clothes are more attractive than fussy, elaborate ones and that they are easier to make. Since you have only a little time for sewing, let's set as the first goal the selection of a simple and attractive design for the dress.

What must be considered in planning? The type of dress must be considered; since you need more clothes for school than for any other use, it may be wise to make a school dress first. An attractive school dress can be worn for other occasions too, such as a shopping trip, traveling, or for church, as well as many of your other activities.

Color is always one of the first things to think about when planning dresses. It must not only be becoming, but one that both

you and your friends will like. If *trimming* is used it must harmonize with the color of the dress. The color should go with other clothes you already have, such as your coat, hat or beret, shoes, and socks. If these things are kept in mind it will not be necessary to have new accessories. This is an economy that is important. The color should also be suitable for a school dress, one that does not show soil too easily.

Design. Your choice of the design for a dress will test your ability to make your appearance attractive. Planning clothes must be an individual problem. The dress should be becoming to *you.* If you are slender you will want some fullness which you may get from gathers and from a flared skirt. If your face is slender, a round collar will be more becoming than a pointed one. A design that is not too extreme will please you for a longer time. When people get tired of their clothes they no longer enjoy wearing them. Simple styles are not only easy to take care of but will look better for a longer period than elaborate styles.

You might pick a dress like Louise's. It has a yoke in the back. The lower back of the blouse and the front have fullness which makes the dress comfortable and good-looking. The rolled collar is becoming to most people because it is not extreme, neither too round nor pointed. The dress could be made without a collar and for hot weather would be cooler.

The gored skirt is a good choice because it fits trimly through the waist and hips and is full enough around the lower edge for comfort and grace. Because of the number of seams, a gored skirt is easy to fit. The amount of flare can be adjusted to suit the person who is to wear the skirt.

Buying the Pattern

Suggestions for the selection and use of commercial patterns are found on page 238. At present, dress patterns for girls are bought by age. Misses sizes are 12, 14, 16, and 18 and junior misses sizes are 11, 13, 15, and 17. As has been noted, information only about age is insufficient as a buying guide for patterns because people who are the same age are not necessarily the same size. You must know your bust and hip measures in order to choose a dress pattern wisely. The waist measure is also stated on a pattern. Since it is easy to alter a pattern around the waist and at the hip, choose a size that will fit through the bust. Be sure your measurements are correct. See page 244.

Fig. 120. SIMPLE CLOTHES ARE EASY TO MAKE AND ALWAYS IN FASHION.

Selecting Material for a School Dress

A school dress should be made of sturdy material. Look for a close weave. The material for school dresses should not be too thin. It should have good body so it will hold its shape.

Material that is thoroughly shrunk is desirable because your dress can be made to fit. If the label states that the material will not shrink more than 1% you will know what you can expect in service, but if the label simply says pre-shrunk or gives no information, you have no way of knowing what to expect. If you choose material labeled in this way it will be wise to buy a few extra inches and shrink it at home before cutting your dress.

A faded dress is not attractive, so look for material that is guaranteed fast color. Tub fast means the color will not fade in washing; sun fast means that it will not fade in sunlight. Would it be wise to look for material with both these terms on the label? Fast color may mean either or both. Don't form snap judgments.

The style of the dress must be considered when selecting material. If the pattern has a good many seams, choose a plain color or a small-figured print. Large designs broken by many seams are confusing.

Your first dress will of course be cotton. Cotton material need not be expensive, is easy to work on, launders easily, and comes in many varieties. Some of the cotton materials used in school dresses are prints, chambray, piqué, and gingham. These are all satisfactory because they possess the qualities desirable for school dresses. Because they are also different, you have a variety from which to choose. Read the labels carefully so you will know what service to expect from your material.

Many junior high school girls wear cotton dresses all the year. Dark or bright colors are particularly suitable for Fall and Winter. Piqué is a good material for all seasons because in the darker colors it does not look summery. It also tailors nicely and is easy to handle.

Pattern departments in stores are usually located near piece goods departments so it is easy for you to look at material that would be suitable for the pattern you wish to use. Pattern and materials must be considered together, but it is not wise to buy material until the pattern has been checked unless you know from past experience that very little alteration is needed. You may wish to

get samples of a few pieces of material you like so you can talk with your mother and teacher about your selection. Their experience and suggestions will be an excellent guide for you.

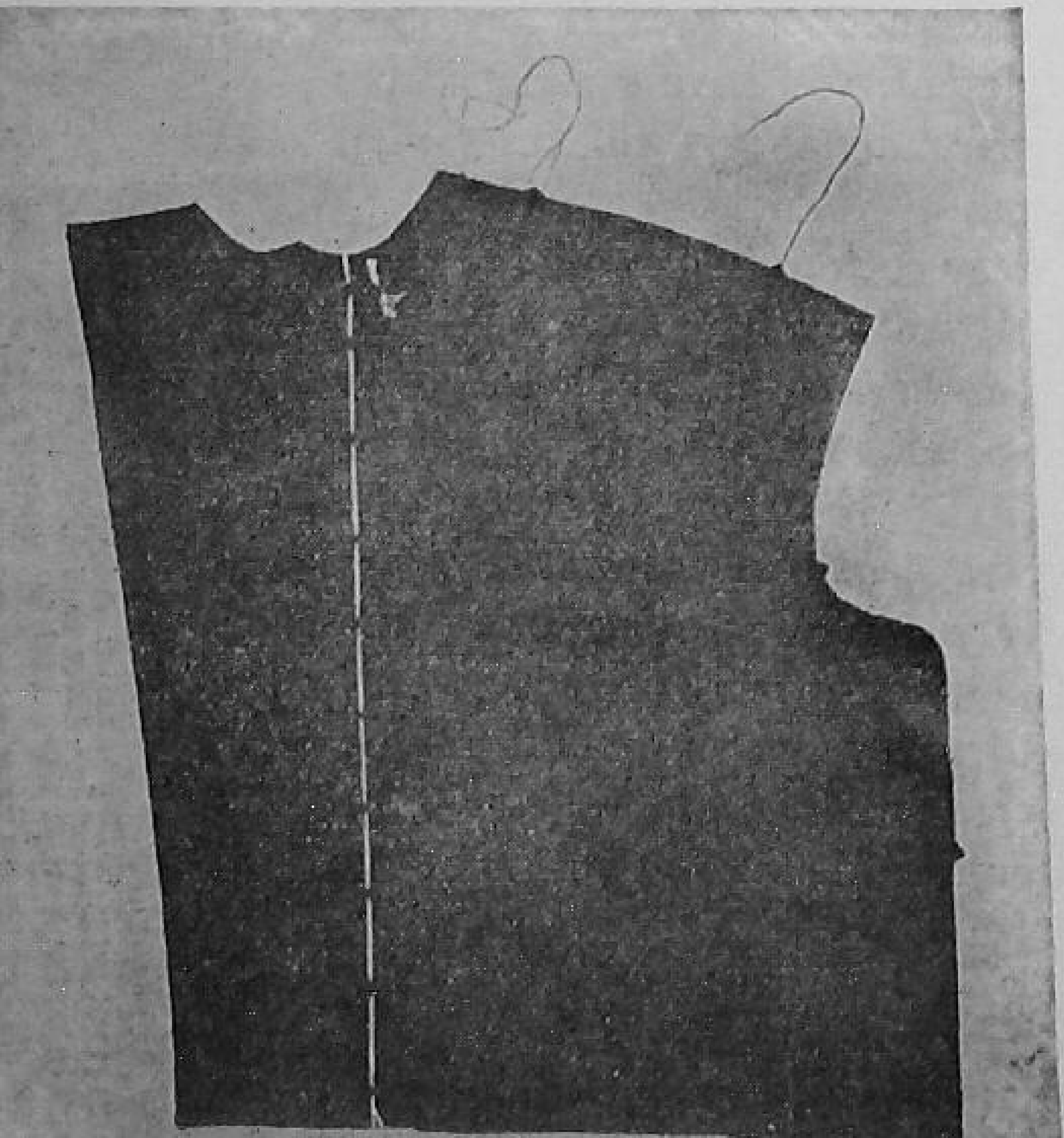
Checking the Dress Pattern

The procedure for checking the size of a pattern by comparing it with your individual measurements is given on pages 243–244. The particular measurements to be considered in checking a dress pattern are:

1. Length of shoulder seam
2. Bust measure
3. Waist length
   a. Center front
   b. Center back
4. Length of sleeve
5. Width of sleeve
6. Waist measure
7. Hip measure
8. Skirt length
   a. Center front
   b. Center back
   c. Side

Examine Figure 89 on page 244 for the correct method of taking measurements. After checking the pattern and making necessary alterations, estimate the amount of material necessary. How much will the material you would like cost? Is this a reasonable price for you to pay for material? Don't forget to estimate the cost of fasteners (buttons, zippers, perhaps snaps), trimmings, and thread. Does this come within the amount you can pay for your dress?

Fig. 121. MAKING A BLOUSE. STEP 1



Refer to page 245 for suggestions for examining your material, placing the pattern, cutting, and marking seamlines, notches, and special points, and center front and back lines.

Does your material present any special problems?

Making the Dress — Step by Step

A dress must fit well if it is to feel comfortable and look attrac-

tive. This means that it must be basted and fitted before it is stitched on the machine. If it is necessary to make any alterations, they should be made and the dress fitted again. No one enjoys ripping; it can be avoided by careful fitting before stitching. Pressing as you go along is another thing that makes a difference. Of course you want to make good-looking clothes; the only way to acquire this skill is to do your work carefully step by step.

Before beginning to sew, study the instruction chart carefully. Check the construction processes that you know how to do. What new processes must you learn?

Like Louise, you will probably discover that you must know how to do the following things in addition to those you already have learned:

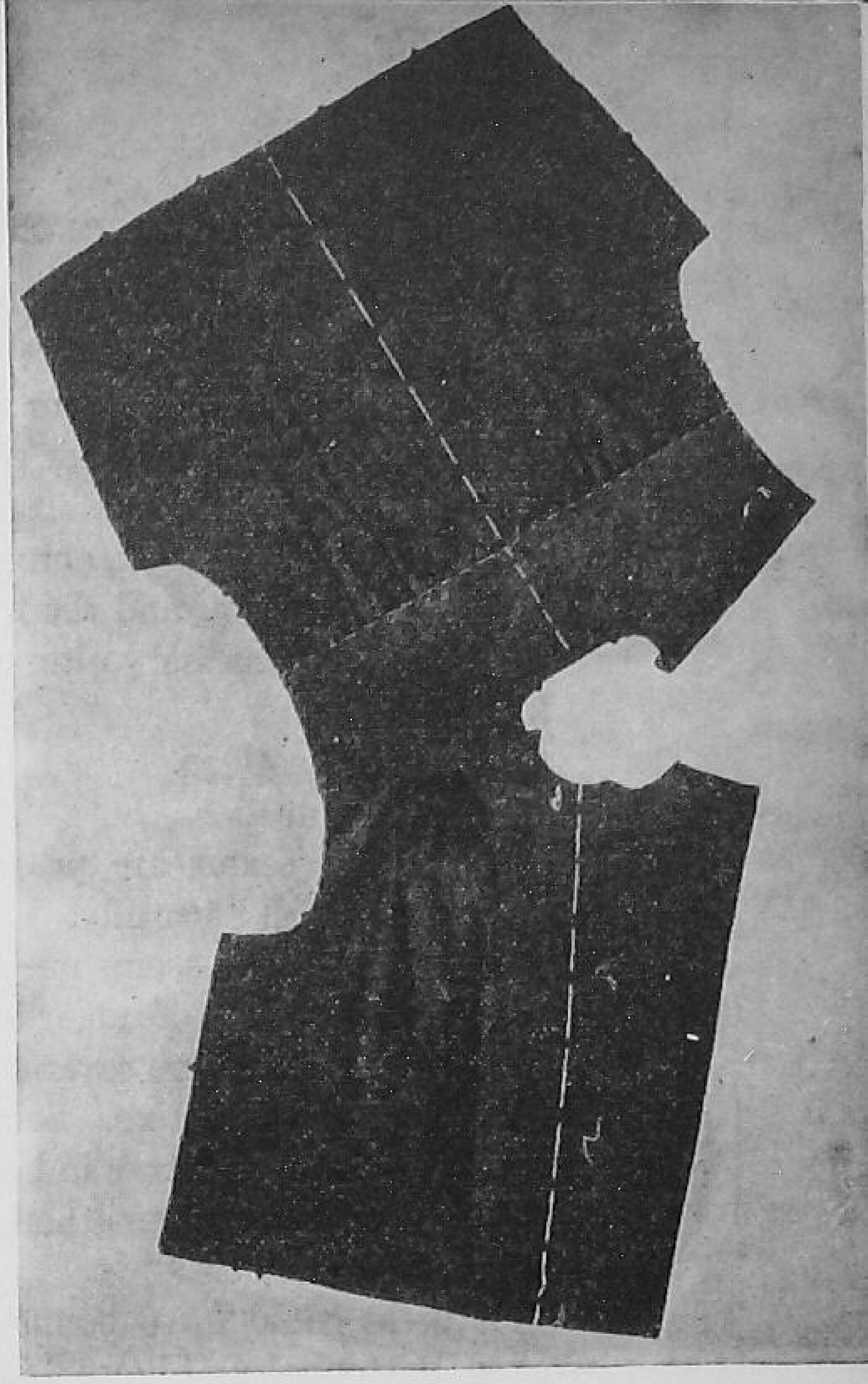


FIG. 122. MAKING A BLOUSE. STEP 4

1. Make lap seams;
2. Make a collar;
3. Attach a collar;
4. Make sleeves;
5. Put sleeves in armholes;
6. Put a hem in by hand;
7. Put in zipper;
8. Hang a skirt;
9. Make buttonholes;
10. Sew on fastenings.

STEPS IN MAKING THE BLOUSE

1. Gather the top of the back and fronts of the blouse between the notches. Use two rows of gathering, one on the seamline and the other the width of the presser foot above the first row.

2. Turn a ¼-inch seam across top and down outside edge of facing; press and stitch.

3. Turn under, pin, and press seam allowance on yoke.

4. Pin and baste yoke to fronts and back of blouse, matching

notches and center back lines carefully and adjusting gathers so the yoke fits.

5. Pin and baste under-arm seams of blouse. Leave left seam open below notch marking for placket.

6. Fit blouse.

Check the fit of the neck, across the shoulders, length of shoulder, size through the bust, and the front and back lengths.

7. Make any necessary alterations.
8. Stitch seams.
9. Remove bastings.
10. Press seams.
    a. Yoke seams are pressed up in the direction in which they fall naturally.
    b. Under-arm seams are pressed open so they will be flat.
11. Pink the edges of under-arm seams.

Fastenings. There are several ways of fastening dresses that are satisfactory and attractive. Some are much easier to do well than others. The skill you have in handling material and in sewing will help you decide which method will be best for this first dress. Which will you choose?

This dress could have bound buttonholes and buttons, hand-worked buttonholes (Figure 124) and buttons, or machine-made buttonholes and buttons.

If bound buttonholes are to be used, they will be made after fitting the blouse. Worked buttonholes, either handmade or machine-made, will be made after the rest of the dress is completed.

A welt buttonhole is the strongest of all bound buttonholes. It will lend no end of dash to a cotton, silk, or light-weight woolen frock.

Steps in Making Bound Buttonholes (Figure 123)

1. Mark length of buttonhole with basting. Cut the binding piece ¾ inch longer than the mark and 1¾ inches wide. Place right side down on right side of garment and baste over mark. Stitch an oblong box around the basting as shown, making it as long as the basting and about ½ inch wide.

2. Slash the opening, cutting exactly through the center of the box and diagonally to the corners as shown. Turn the binding material through the slash to the wrong side.

3. Fold the binding material to meet in center of the opening

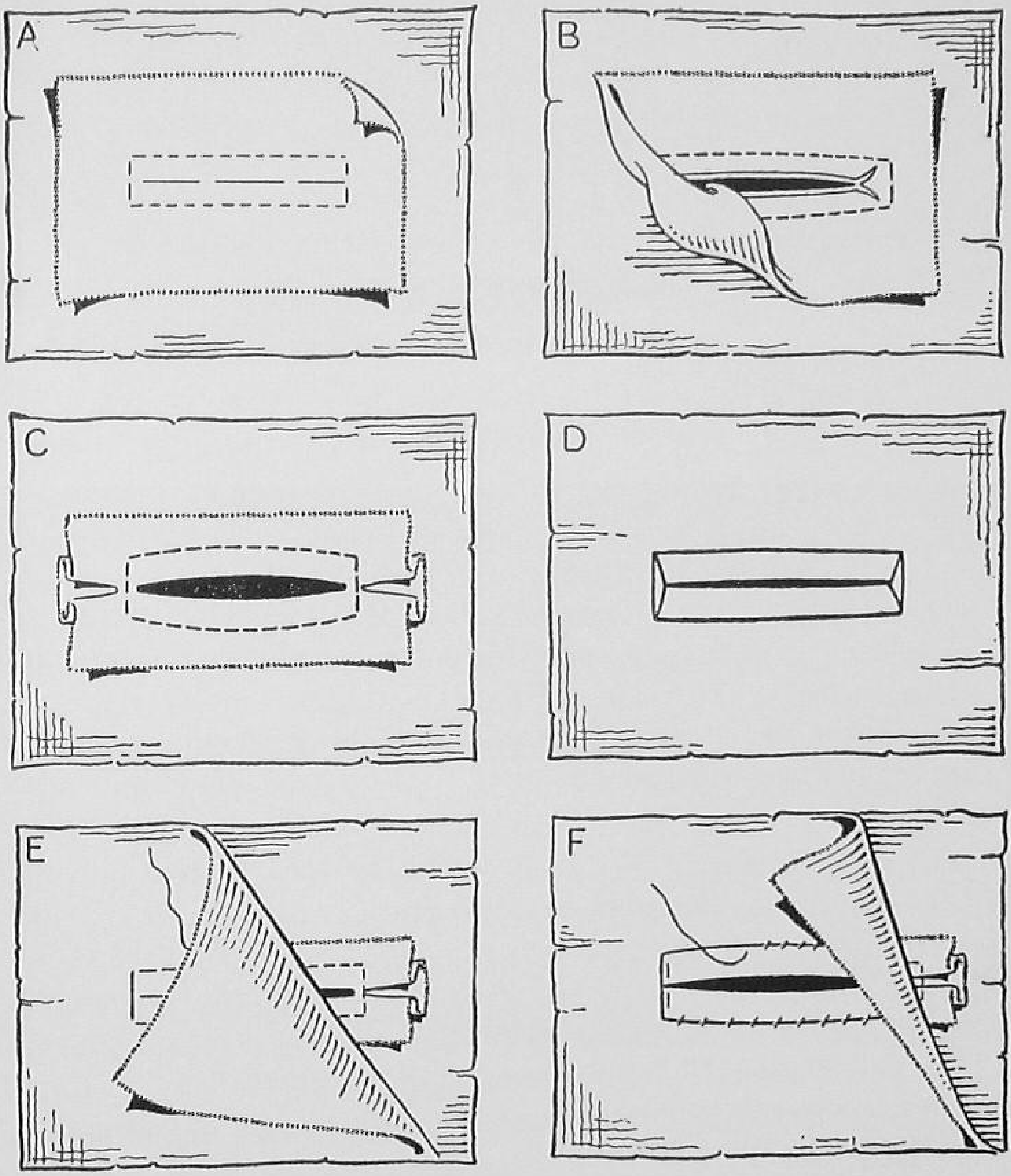


FIG. 123. STEPS IN MAKING BOUND BUTTONHOLES

A. Step 1. Binding basted in place and oblong box stitched
B. Step 2. Begun: Opening slashed, binding ready to be turned
C. Step 2. Completed: Binding turned through slash to wrong side
D. Step 3. Binding folded to meet in center of opening
E. Step 4. Begun: Opening slashed in garment facing
F. Step 4. Completion: Raw edges turned under and slip-stitched down to wrong side of buttonhole binding

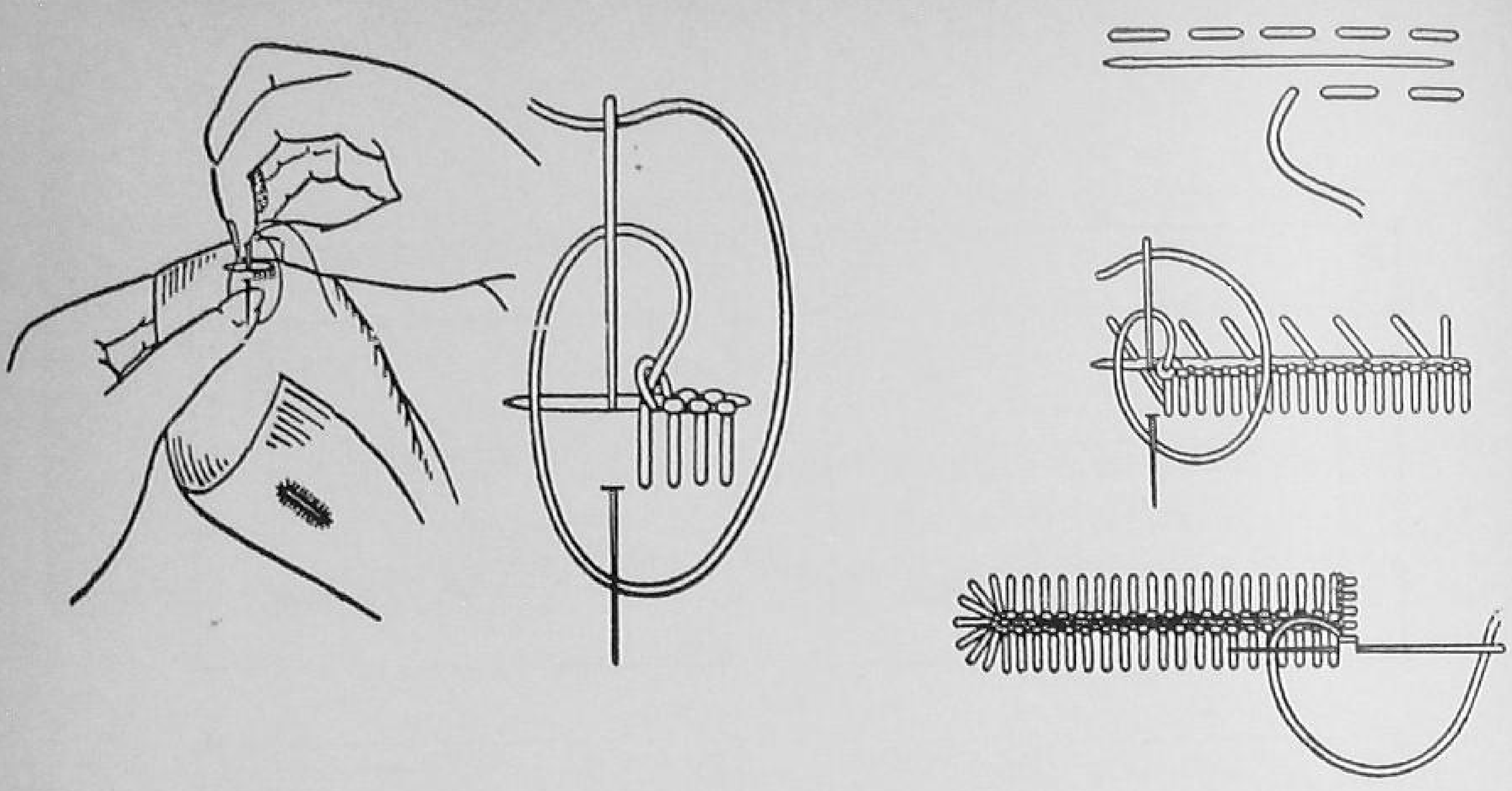


FIG. 124. STEPS IN MAKING A WORKED BUTTONHOLE

on right side. Form little box plaits at the ends on the wrong side as shown. Tack in position with stitches that do not go through to the right side.

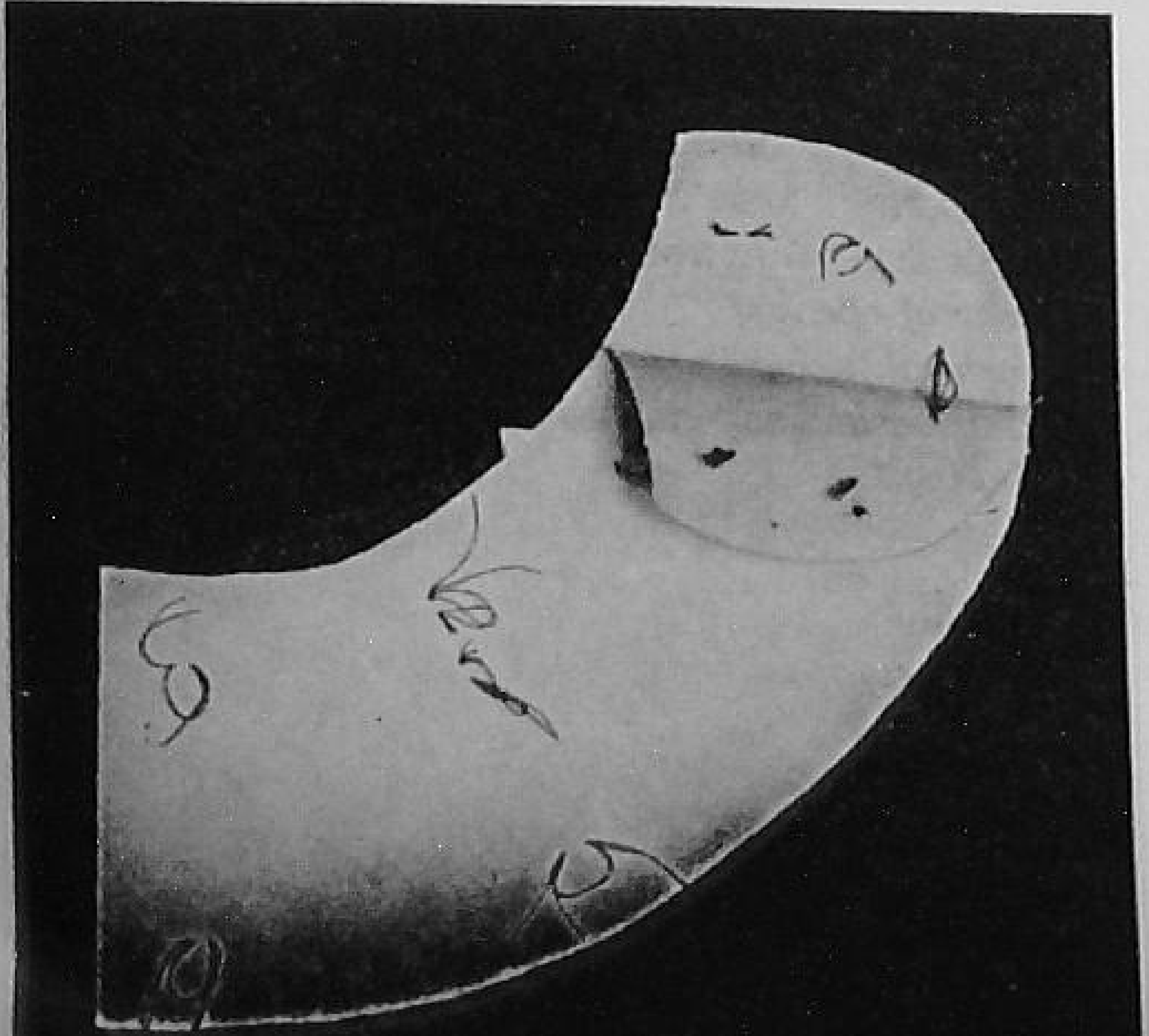
4. Slash the buttonhole opening in the garment facing, turn under the raw edges and slip-stitch to the wrong side of buttonhole binding.

STEPS IN MAKING THE COLLAR

1. Check the collar with neckline of dress to be sure the size is right.
2. Pin and baste top and under collars together, leaving the neck open. (Right sides inside)
3. Stitch on seamline.
4. Remove bastings and trim seam to ½ original width.
5. Cut diagonally across corners outside seamline.
6. Clip seam around outer edge of collar.
7. Turn collar right side out.
8. Baste around the outside about ⅛ inch from edge.
9. Press.

FIG. 125. TAILOR'S TACKS

Tacks like those shown below on the collar are also used to mark seamlines and shoulders.



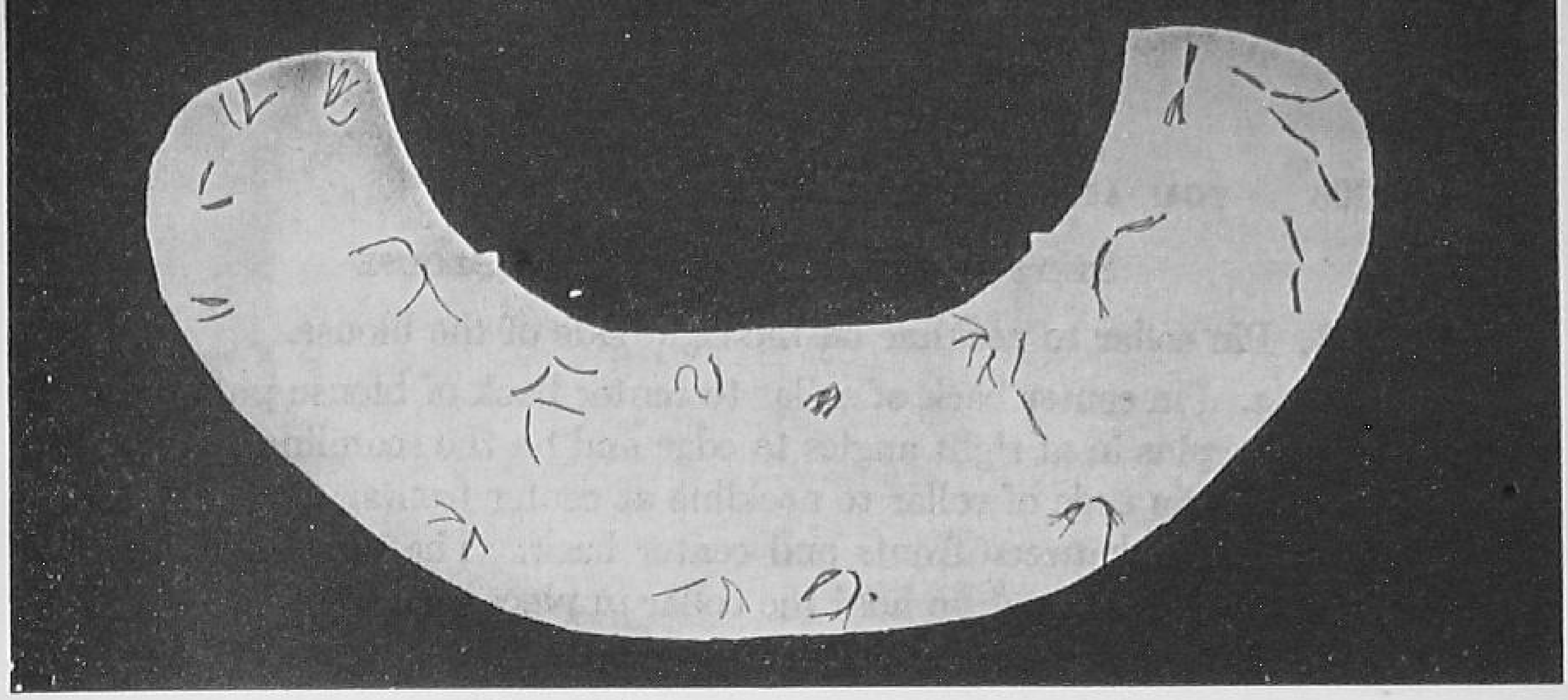


FIG. 126. MAKING THE COLLAR

Top and under collars tacked together. This is part of Step 2. The collars are ready for basting.

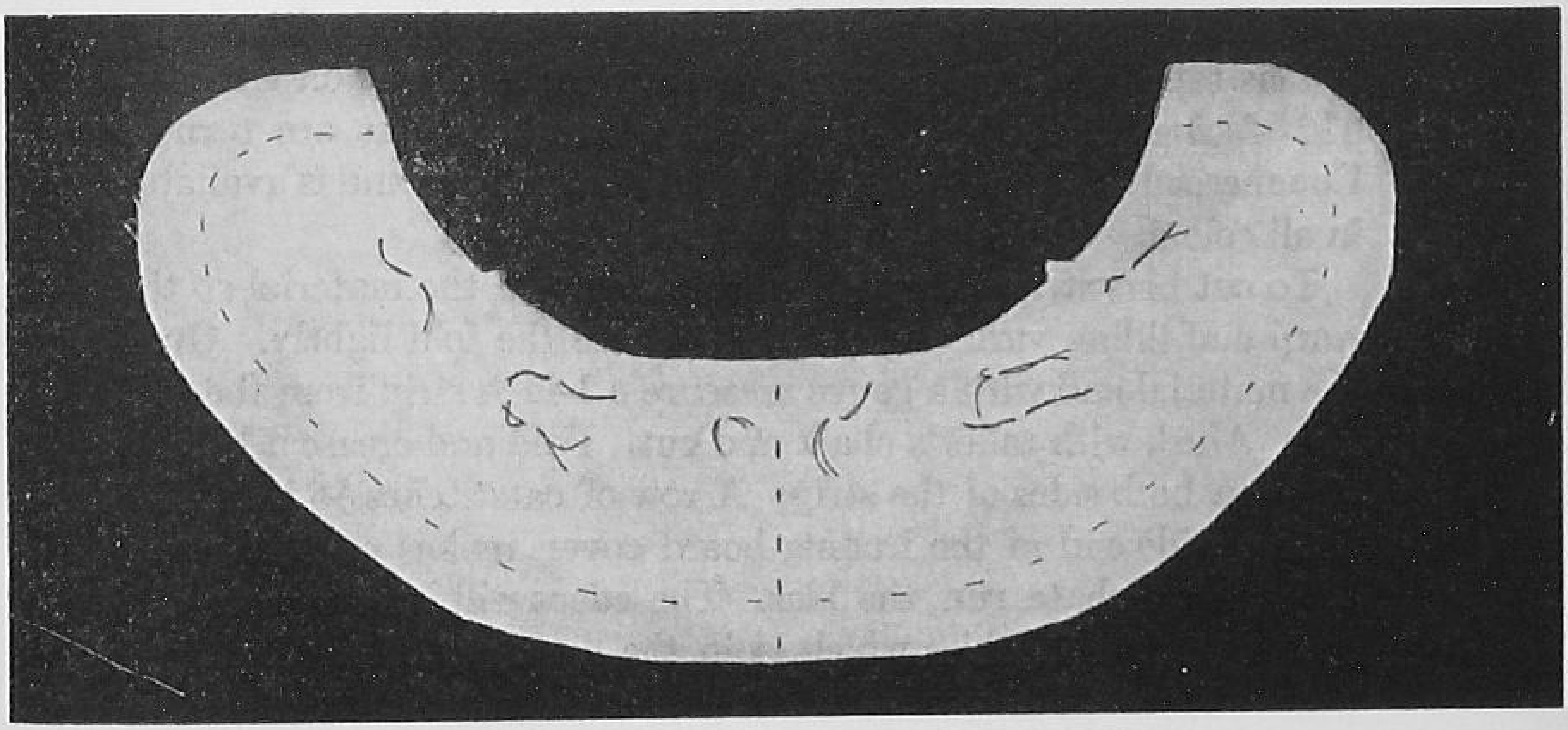
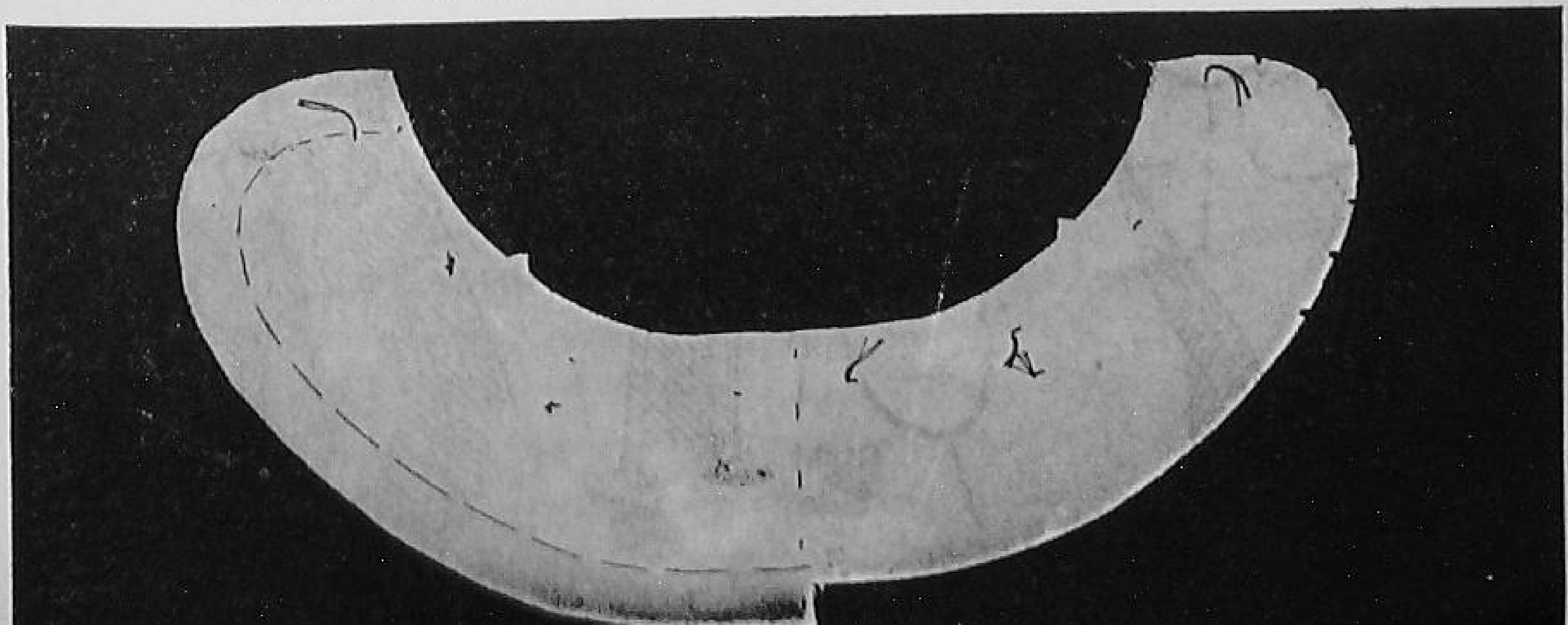


FIG. 127. COLLAR READY FOR STITCHING

Center back grain line is marked by basting. Seamline is marked by basting. Tailor's tacks marking seamline have been removed. Collar is ready for stitching, Step 3.

FIG. 128. STEP 4

Collar seam has been stitched. The seam is being trimmed and clipped.

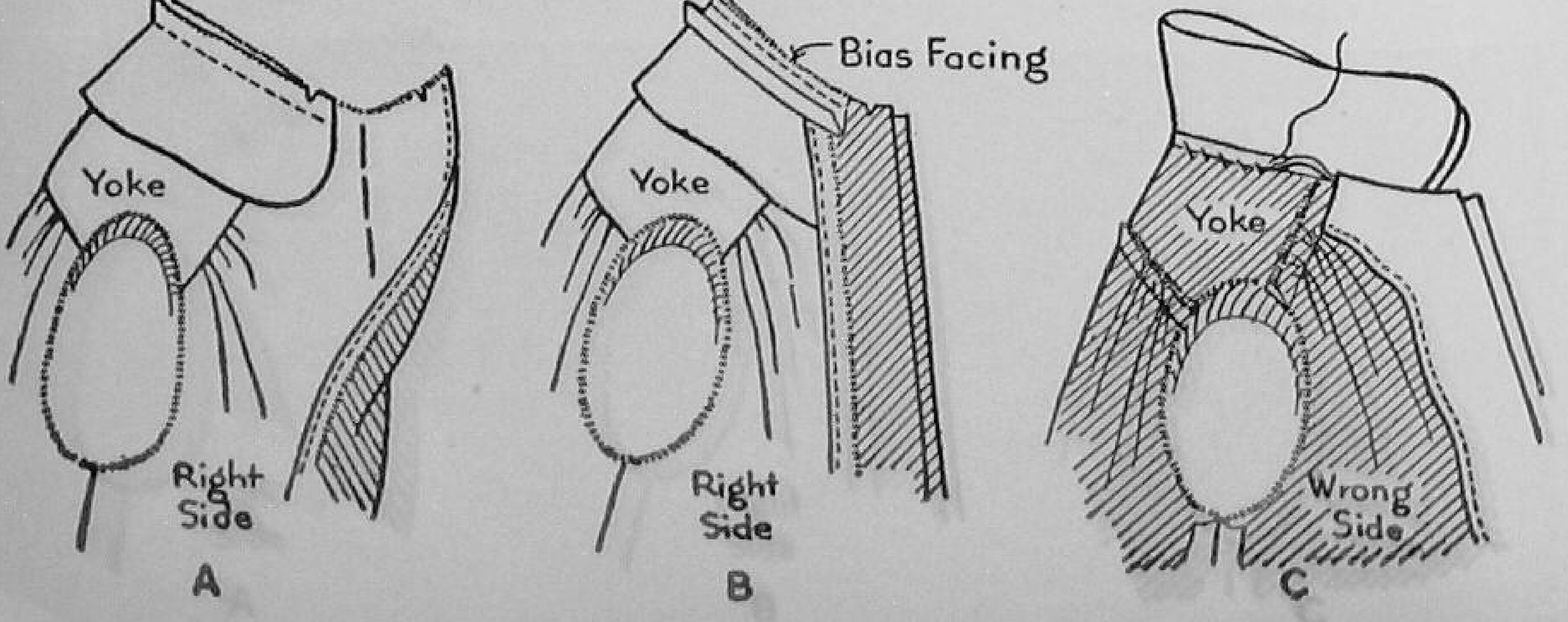


STEPS IN ATTACHING COLLAR TO BLOUSE

1. Pin collar to neckline on the right side of the blouse.
   a. Pin center back of collar to center back of blouse putting pins in at right angles to edge and on the seamline.
   b. Pin ends of collar to neckline at center fronts.
   c. Pin between fronts and center back. The pins must be close enough to hold the collar in place securely.
2. Baste collar to neckline, basting on seamline. (Figure 129 A.)
3. Turn front facing back to right side, folding at point marked on pattern.
4. Pin neck of facing to neck of blouse with the collar between.
5. Baste facing to neck seam. (Figure 129 B.)
6. The seam across the back of the neck is finished with a strip of bias tape or with a piece of the dress material cut on the bias. This facing should be ½ inch wide after the seams are turned. Commercial bias tape is the right width for such use and is available in all colors.

To cut bias strips of the dress material, fold the material so the warp and filling yarns are parallel. Press the fold lightly. Open the material and with a gauge measure a 1-inch strip from the fold line. Mark with tailor's chalk and cut. Fold and crease a ¼ inch seam on both sides of the strip. A row of catstitches ½ inch wide on the wide end of the ironing-board cover makes a good casing through which to run the bias. The edges will turn toward the center. Press the bias which is in the casing, pull through and press, repeat until the entire strip has been pressed. Darning cotton is good to use for the catstitches because it is soft and does not mark the material. Pressing this way does not stretch the bias. (Figure 130.)

FIG. 129. METHOD OF ATTACHING COLLAR AND FINISHING SEAM



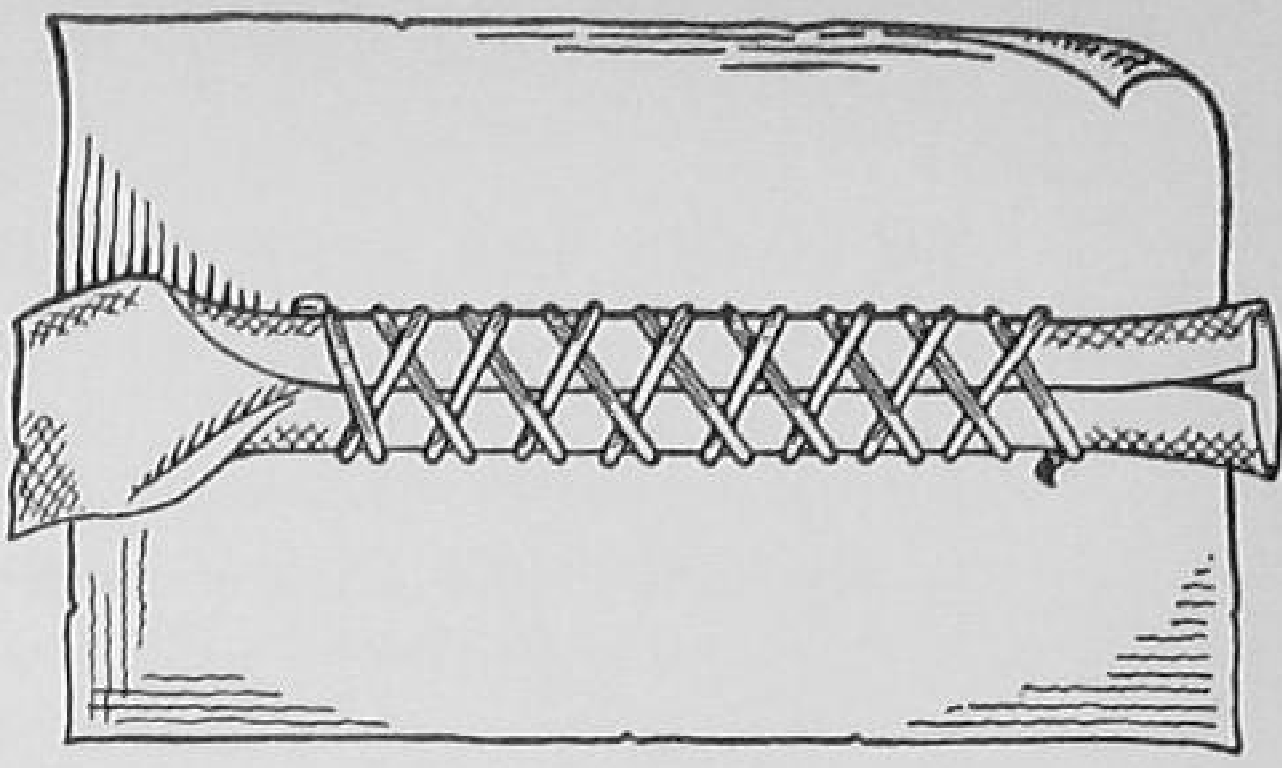


FIG. 130. METHOD OF FOLDING AND PRESSING BIAS STRIPS

7. Place bias facing on top of collar and pin at neckline. The fold of the bias should be on the seamline. Allow at least ¼ inch at each end of bias facing so it will lap over the edge of the front facings. The seam on the neck edge is turned flat.

8. Baste on the foldline.

9. Stitch. This one row of stitching sews the collar and facings to the dress.

10. Tie threads of machine stitching at each end.

11. Remove bastings.

12. Cut across corners on a diagonal line.

13. Trim seam so it is a little less than ½ inch wide.

14. Clip seam around neckline about every half inch. The neckline will not be flat and smooth unless it is clipped at intervals.

15. Turn the front facing to the wrong side of the blouse.

16. Stretch outer edge of bias facing between thumb and forefinger.

17. Turn bias facing over seam and pin flat to neck of dress.

18. Baste edge of facing to dress.

19. Stitch close to edge or hem down by hand. (Figure 129 C.)

20. Remove bastings.

21. Crease neck seam flat at front neck and press.

22. Pin top of front facings over yoke seams, baste.

23. Hem by hand.

After collar is attached, turn front edges of blouse on foldline, pin, baste, and press. Lap the right side of the blouse over the left side at the waistline with the center front lines together. Baste flat across the bottom at the seamline.

Gather the lower edge of the blouse between the notches on either side of the back and in the front as indicated on the pattern.

SEWING ON BUTTONS

Make buttonholes before buttons are sewed on; then lap the edges and stick a pin through the outer end of each buttonhole to mark where buttons are to go. To keep the stitches loose, when sewing on buttons, place a pin on top of the button and sew across it, as shown in Figure 131. When the button has been sewed

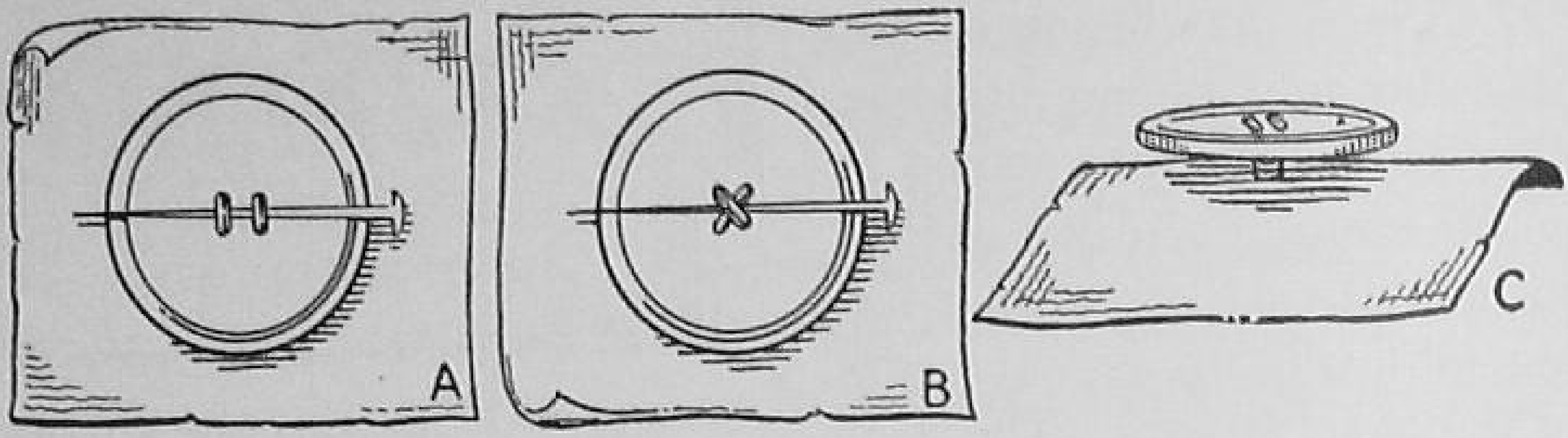


Fig. 131. SEWING ON BUTTONS

with five or six stitches, remove the pin, bring the thread between the button and the cloth, and wind it around several times to form a shank. Finish off with several over-and-over stitches.

Steps in Making the Skirt

1. Check pieces of skirt and pin together with notches matching.
2. Baste skirt on seamlines leaving left side seam open above notch.
3. Fit skirt. A gored skirt should fit smoothly at the waist and through the hips. If it is too tight it will wrinkle and ride up on the figure.

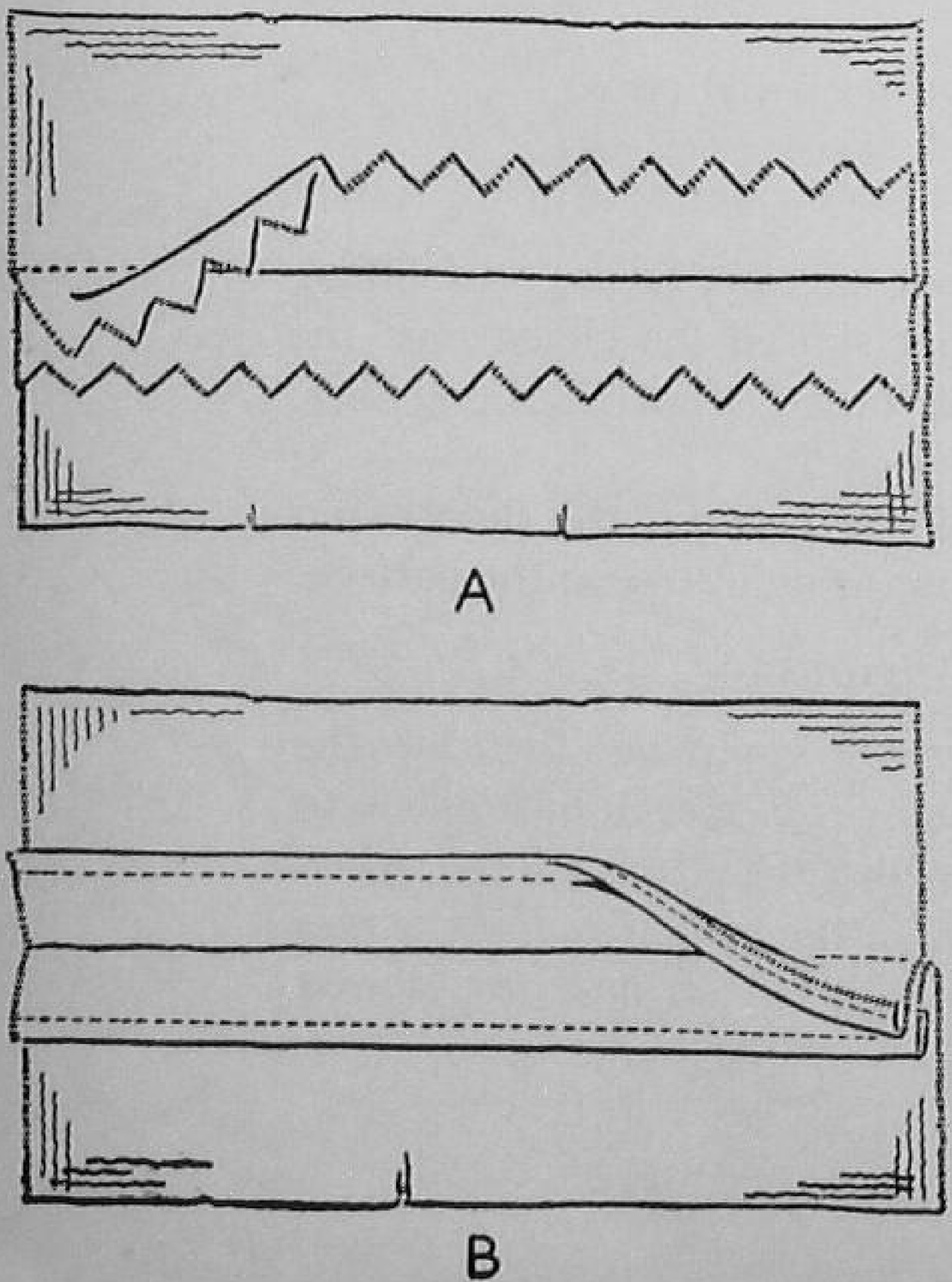
The seams should hang straight from the hipline to the bottom.

Is any alteration needed? By taking up, or letting out each seam a little the skirt can be altered without changing the proportion.

4. After the skirt has been satisfactorily fitted, stitch seams carefully just at edge of basting line.
5. Remove bastings.
6. Press seams.
   a. Side seams are usually pressed open so they will be very flat.

Fig. 132. FINISHING SKIRT SEAMS

A. Pinked seam. B. Seam edges turned in. Press seam open; then turn under edges about 1/8 of an inch and machine stitch close to turned edge.



b. Center front and center back seams are pressed open.

c. Side front and side back seams are (1) pressed open if a very flat effect is desired, or (2) pressed toward the center if a lapped effect is desired, or (3) pressed open from waist to hip, and below the hip the edges are pressed together to give the appearance of an unpressed pleat.

7. Finish seams. Firm cottons may be trimmed with pinking shears. The flattest finish possible should always be used. If the material ravels badly, turn under the edge of each side of the seam allowance ⅛ inch, baste or press, and stitch close to the edge. This is a good finish for side skirt seams and under-arm seams.

Center front and center back seams are better if perfectly flat. After pinking, stitch close to the edge if the material ravels. If the two edges of the seam are pressed together, a row of stitching parallel to the seam stitching and close to the edge will keep the material from raveling.

Steps in Making Belt

1. Baste front and back belt together at right side seam. Leave left side open for the placket.
2. Fit belt.
3. Stitch seam.
4. Pink seam.
5. Press open.
6. Turn top and lower edge of belt on seamline and press.
7. Pin top of belt to lower edge of blouse matching notches and under-arm seams.
8. Adjust fullness of blouse smoothly and to correct size.
9. Baste belt to blouse.
10. Pin lower edge of belt to top of skirt and baste.
11. Try on dress to check fit through waist and amount of blousing in waist.
12. Make necessary adjustment or alteration.
13. Stitch belt to dress using the same spacing as on yoke.
14. Remove bastings.
15. Press.

Steps in Lining Belt

1. Seam belt lining exactly as belt was seamed.
2. Press seam open.

3. Turn edges of belt on seamline and press.
4. Baste belt lining over seams of belt.
5. Hem by hand.

Putting in a Zipper

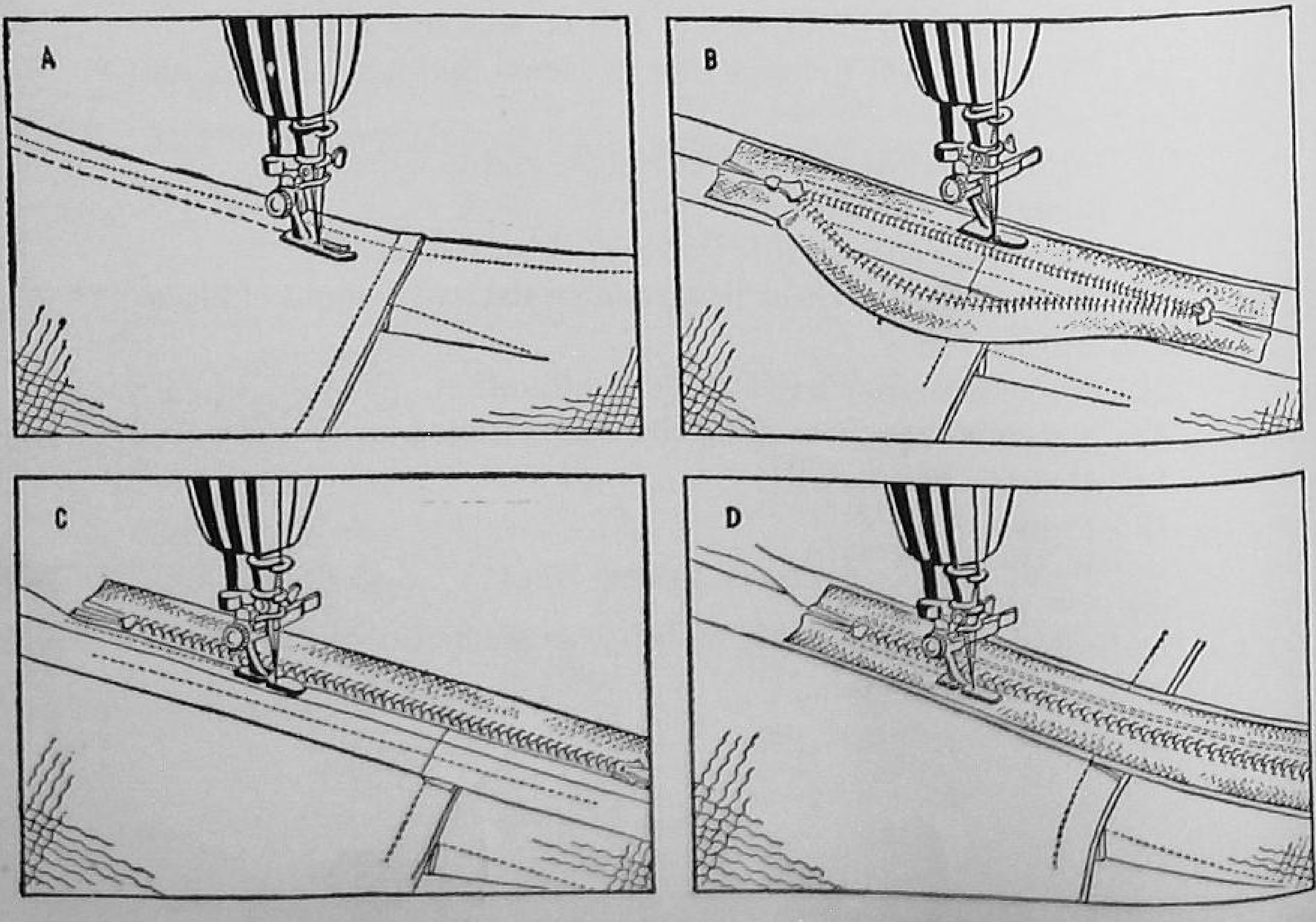
Before sewing in a zipper, one must make the following preparations:

1. Determine placket length from zipper (metal portion) with pull tab up.
2. Place stay-stitching (a line of regular length machine stitching used to prevent stretching) ⅜ inch from seam-edge on each side of placket opening.
3. Stitch from bottom to top, to preserve grain of fabric.
4. Check placket seam allowance, which should be ⅝ inch to ¾ inch wide. If narrower, stitch seam binding to each edge of seam.

After you have successfully completed the above preparations, you are ready to go ahead with the process of putting in the zipper. There are five steps to be taken. Figures 133 and 134 illustrate the five steps.

1. Machine-baste (long stitch) placket opening. Press seam open (Figure 133 A).

Fig. 133. putting in zipper, steps 1 to 4



2. Attach zipper or cording foot to machine. Open zipper. Place face-down on back seam allowance with edge of teeth at seamline and bottom stop at end of basting. Stitch to seam allowance alongside of zipper (Figure 133 B).

3. Close zipper. Turn zipper face-up. Smooth back seam allowance at edge of zipper and stitch to tape (Figure 133 C).

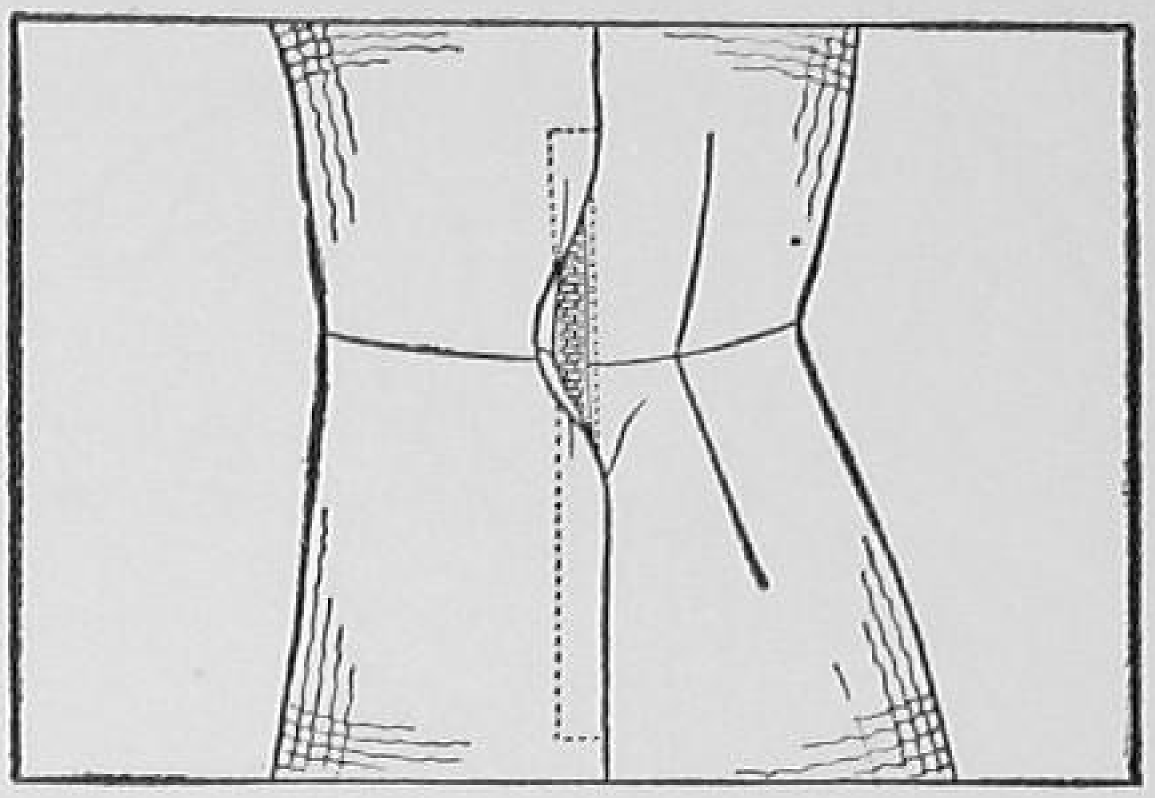


FIG. 134. PUTTING IN ZIPPER, STEP 5

4. Turn zipper face-down, flat on seam. Stitch across lower end, up front alongside zipper, and across top (Figure 133 D).

5. Press application. Remove machine-basting from seamline (Figure 134).

STEPS IN MAKING THE SLEEVES

1. Pin and baste darts.
2. Stitch.
3. Press darts, turning seams toward top of sleeve.
4. Pin and baste sleeve seam, matching notches.
5. Stitch.
6. Pink edges of seam.
7. Press seam open.
8. Pin sleeve into armhole, matching notches in front and back, and the center dart to double perforations marking shoulder. Hold

FIG. 135. TWO STEPS IN MAKING THE SLEEVE

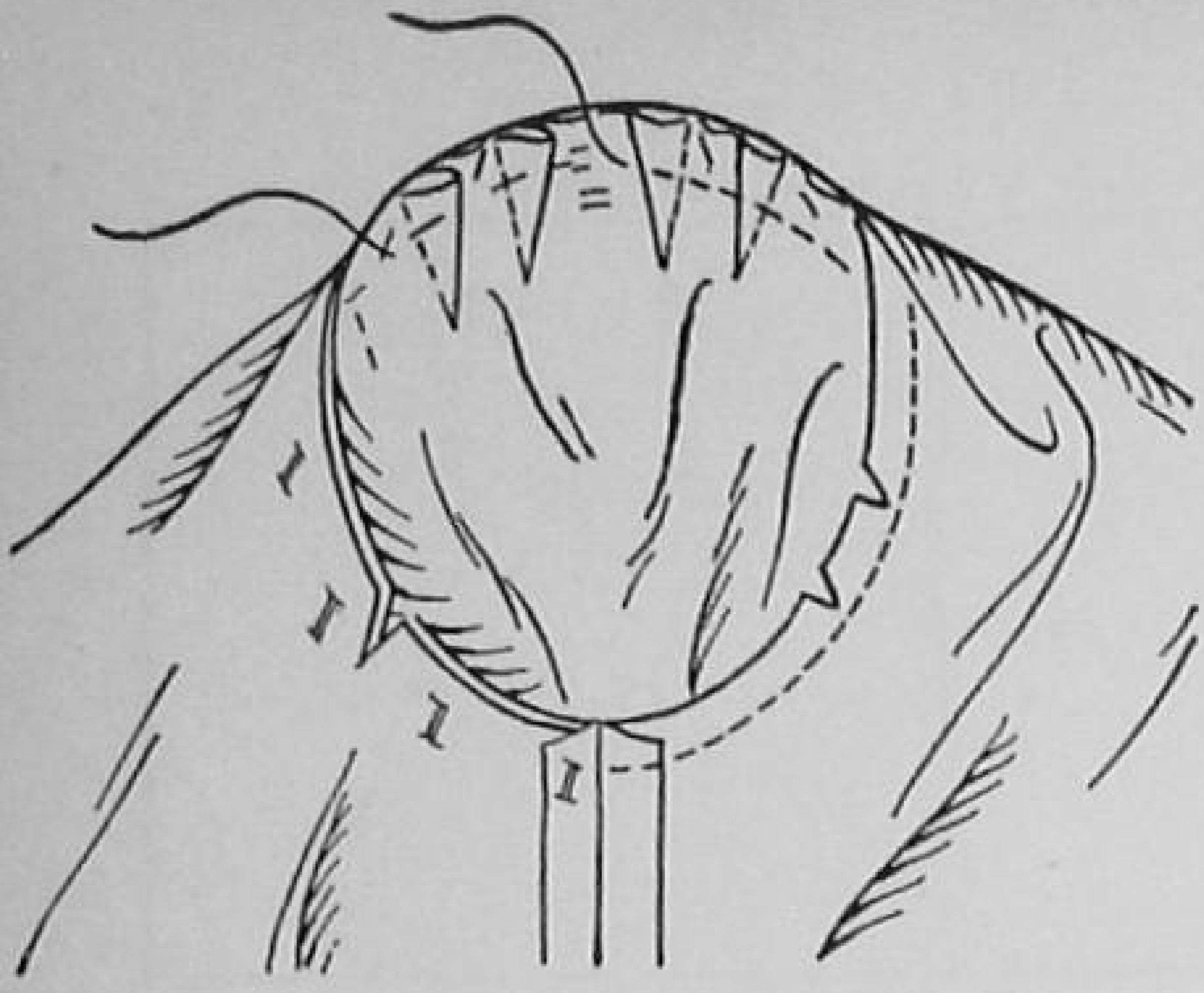


FIG. 136. PUTTING SLEEVES IN ARMHOLE

the sleeve toward you so the fullness around the sleeve cap can be eased between the pins.

9. Baste on seamline.

10. Try on dress to check the fit of the sleeves and the length. They should hang straight and smooth with no diagonal wrinkles.

11. Stitch sleeves on seamline.

12. Remove bastings.

13. Press seam.

14. Stitch the edges of the seam together about 3/8 inch outside the seam stitching. This reinforces the armhole and also prevents ravelling.

15. Trim seam just beyond the edge of this second row of stitching.

16. Turn up lower edge of sleeve 1/4 inch and press.

17. Stitch.

18. Turn hem on foldline and baste.

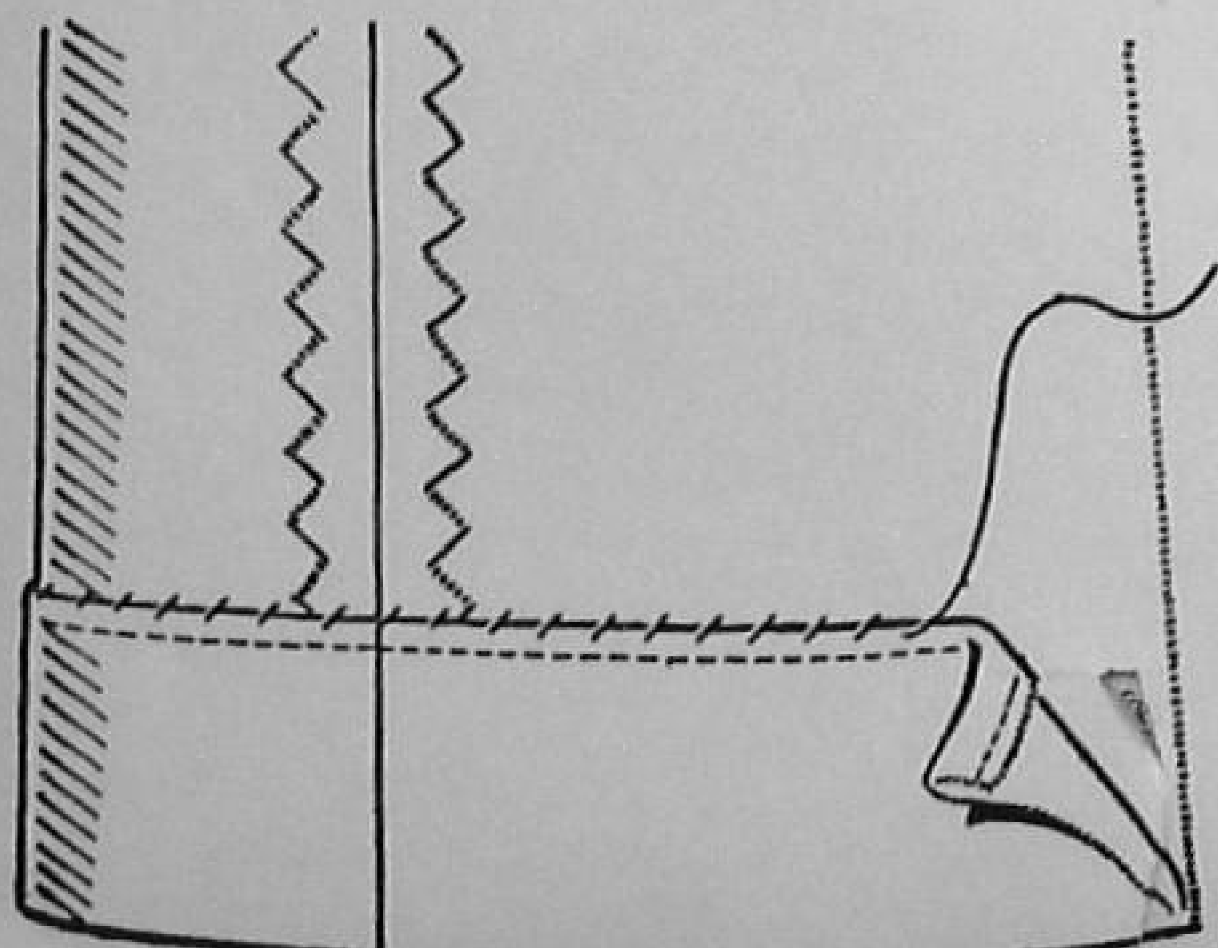
19. Hem sleeve by hand using a slip-stitch.

Steps in Hemming the Dress

1. Put dress on and determine length that will be suitable and becoming.

2. Ask one of your classmates to mark the hem for you. A yardstick or tailor's square may be used. Place the measuring stick on the floor so it is level and place pins in the skirt the correct distance from the floor.

FIG. 137. HEMMING THE SKIRT



3. Remove dress.

4. Turn hem on line of pins and pin in place or baste.

5. Try dress on again and check the length and evenness of the skirt.

6. Make any necessary adjustment.

7. Remove dress.

8. Baste around bottom about 1/4 inch from foldline.

9. Make a gauge the width you wish the hem. Three inches is usually a good width.

10. Measure from the foldline and mark the correct width around the skirt so the hem will be even.

11. Trim off any surplus so hem will be even.

12. Hem skirt in the same way the sleeve was hemmed.

13. Remove bastings.

14. Press entire dress.

CLASS DISCUSSION AND ACTIVITIES

1. What new things did you learn in making this dress?

2. Estimate the total cost of the dress. Did you get good value for the money spent?

3. Plan another dress which could be made from the same pattern but which will look very different from this one.

Let's Go Shopping

SHOPPING CAN BE lots of fun if you plan it well, but there are many responsibilities and problems which you will have to learn to meet satisfactorily. Some people say they just love to go shopping while others say they would rather do almost anything else. What do you think is responsible for this difference of opinion?

Learning to be a good shopper is a goal you all should set for yourselves. Although junior high school boys and girls do not have the entire responsibility for spending much money, it will be only a few years before you will be "on your own," so now is the time to begin fitting yourselves for this responsibility.

There are always general principles to be considered when one is learning something new. Some general principles of good shopping follow.

HINTS FOR SHOPPERS

People like to be treated courteously whether they are on the inside or the outside of the counter. If you want people to treat you well, you must treat them well. You will find this is especially true in your shopping expeditions. If you as a shopper are courteous and considerate, the salesperson will try hard to serve you satisfactorily. Of course you have many other responsibilities. Know what you want, if possible, before you go into a store, especially the size, the color, and the purpose which your purchase is to serve. Decide what you wish to pay and tell the salesperson.

Plan to do your shopping when you are not tired, and at a time when the store is not likely to be crowded. The first part of the week is usually better than later in the week, and morning is preferable to afternoon. You can follow this suggestion in vacation time. When would you go shopping during the school year?

Allow yourself plenty of time to do your shopping. Don't go to a store fifteen minutes before closing time and expect to select a dress or suit and have it fitted.

Make your selection carefully and be sure it is right before you buy. Avoid the need to return merchandise. Some stores have a

policy against the return of goods and others maintain a time limit. Whatever the store's policy may be, it is a poor practice to buy unless you are sure you want the purchase.

Decide for yourself whether or not the item will satisfy your needs. Don't be persuaded against your better judgment by either a friend or a salesperson to buy something. Your friend is probably thinking in terms of whether he or she would like the garment, and of course the salesperson is anxious to make a sale. Learn to resist the persuasive power of other people. Remember it is your money you are spending and you are the one who must be pleased.

Don't waste the time of the salesperson; nor be inconsiderate of other shoppers.

Be careful in handling merchandise not to soil or damage it in any way. Do not handle it unless it is really necessary. You may have seen signs in stores asking you not to handle merchandise with gloves on. What is the reason for such a request?

Look for labels and if you find them read carefully all information given. If you wish more information, ask intelligent questions and find out everything you can about the merchandise before you buy. Labels can be an invaluable source of information concerning the things we buy. A standard has been set for the information that an informative label should give. It should tell what the content is (in materials or clothing it would be the fiber or fibers used), what it will do (durability, shrinkage, color-fastness, etc.), and how it should be cared for.

You can save much time by getting acquainted with the store. Find out where different departments are located.

Make a shopping list organized according to the location of departments. Check off items as purchased.

When buying garments which must fit correctly, take time to try them on in the store. Be sure they are right or can be made right with slight alteration. If fitting rooms are not available, go to a store that does provide them.

If alterations are necessary, find out what the cost will be. The cost of the garment plus the cost of alteration may be more than you can afford. Since alterations sometimes change the lines of a garment to such an extent that it is not attractive, be sure to consider this carefully before you have them made. A good fitter will be able to show you the effect if the lines are changed.

There are various reasons why alterations must often be made on

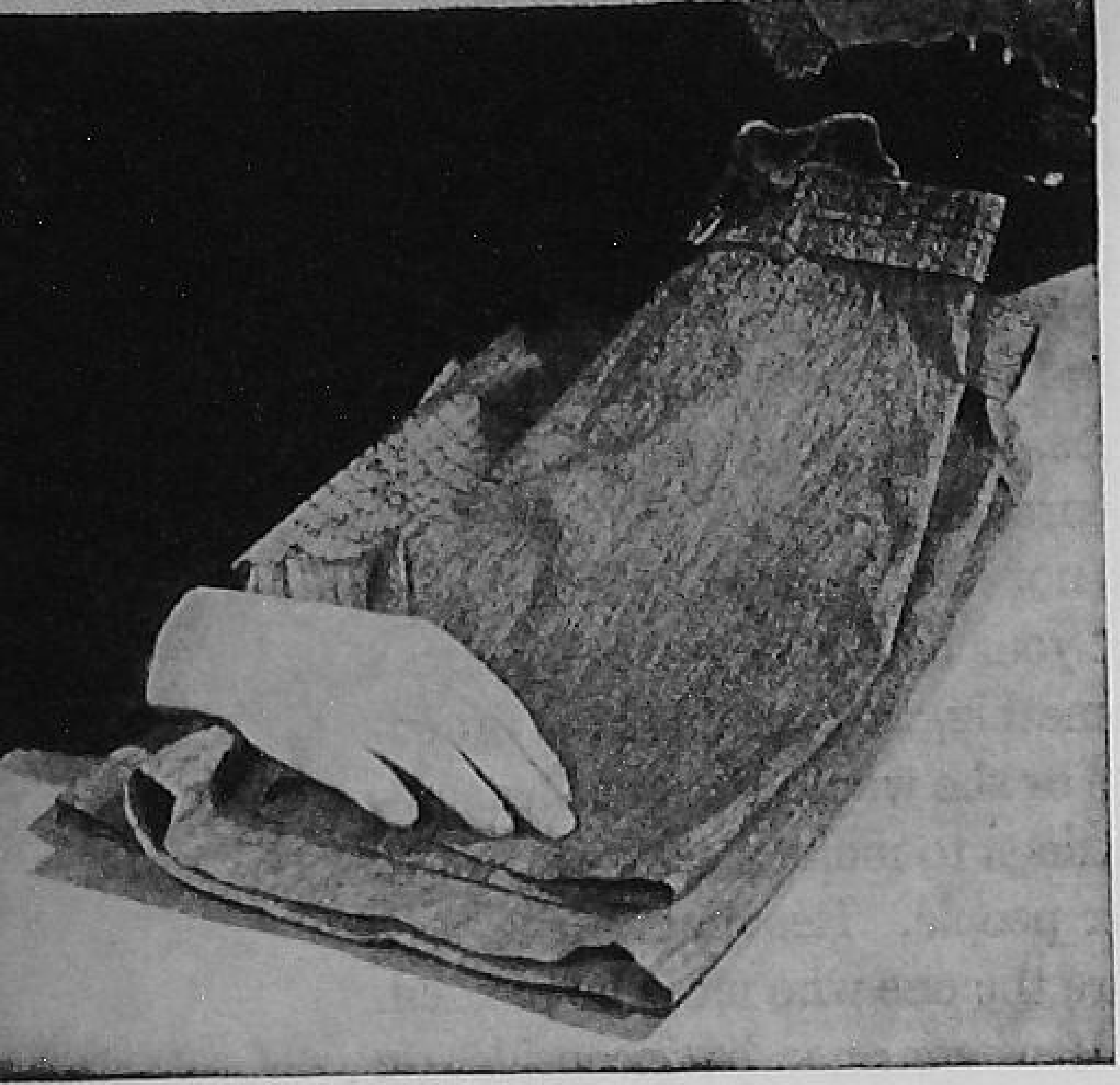


FIG. 138. TAKE TIME TO SHOP CAREFULLY. *Both pairs of shorts are labelled size 12, yet one is much shorter and smaller than the other.*

ready-made clothing. Children's clothes are usually marked according to age, and clothes for older persons are marked according to size (bust measure, neck measure, waist measure). You need only to look around your class at school to realize that age could not be a satisfactory guide to buying the correct size. Probably no two of your friends who are the same age are the same size; some are tall and slender, others short and plump, some short and thin. A much better way to get the right size is by measure: height and size at bust, waist, and hip.

You will find that not all garments marked a certain size measure the same. This difference is due to lack of standardization in sizing, poor methods of cutting, and skimping on cut in order to save material.

You can see therefore why clothes must be tried on and the fit very carefully checked while you are in the store.

Experience in shopping will undoubtedly develop other ways of becoming a good shopper since you will observe things you had not thought of before. If you determine to learn everything you can about getting the best value for the money you have to spend you will move nearer the goal you have set. Your experiences this year will help you next year even though styles may change and you will be buying different things. The principles of good buying remain the same.

Shopping for Clothes

Let's be off on our shopping trip!

Suggestions for planning the wardrobe have already been discussed. No one can buy wisely without a plan. All this planning must be preliminary to shopping. One must know what is expected of a pair of shoes, a dress, or a shirt, in order to buy efficiently. There is something you can learn about every item of clothing you

wear which will help you when you assume the responsibility of buying.

We shall consider only some of the things you will buy now. Later, when you buy other things as well, this experience should help you.

John Buys a Shirt

John needed some new shirts and his mother agreed to let him go alone to the store and buy them if he would really try to get good value.

After thinking about this problem John decided to look over his old shirts to see if he could get any ideas about what he should buy. He put the ones he liked best in one group and the others in a second group. In the first group were the shirts that were comfortable, the collars were the right size, there was plenty of room across the back, and the sleeves were the right length. Also, in this group were the colors he liked best — and consequently wore most frequently.

In the second group was one shirt that was too tight around the neck — so tight, in fact, that he could not fasten the top button. Another shirt that seemed all right when it was new had shrunk so it was much too short and too tight. One that he liked very much when it was given to him at Christmas had faded so badly that he wore it only on Saturday mornings when he was helping at home.

What could John learn about shirts that would help him to buy the kind that would go into group one? What are the qualities he must look for when shopping?

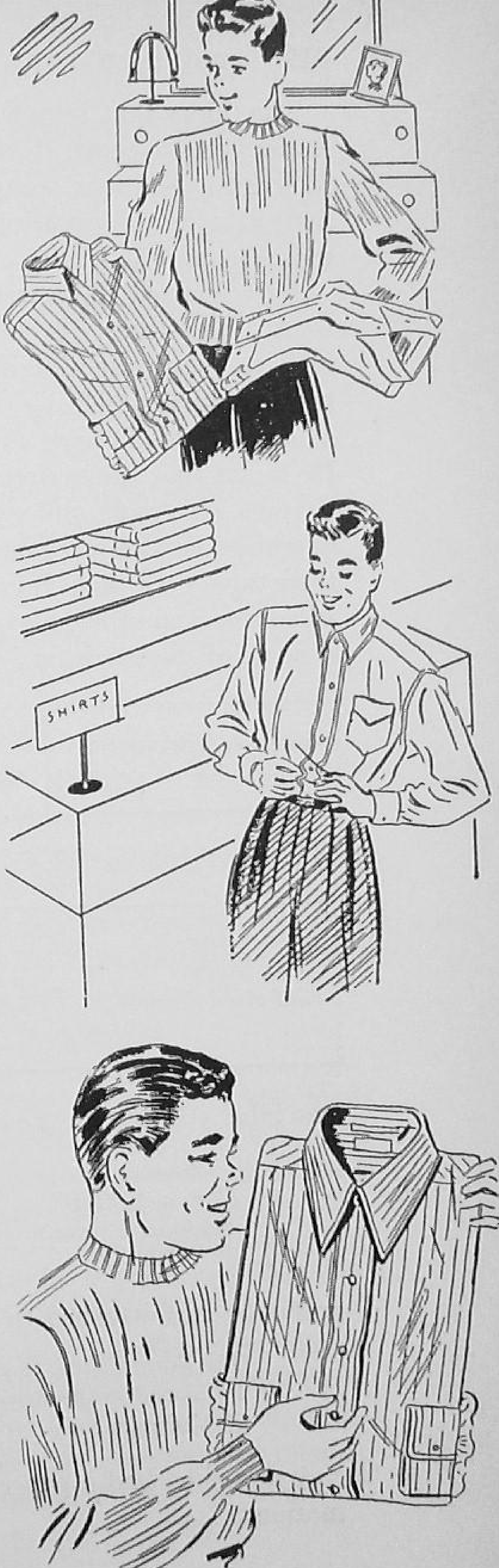


Fig. 139. JOHN BUYS A SHIRT

The things that John learns now about buying shirts will be useful for years to come. Clothing for men and boys is more standardized as to style than women's clothing, and since shirts change so little in style, the important considerations are material, cut, workmanship, and fit.

John realized there were several things he could do before he went to the store. He could learn something about materials used in shirts, what size would be comfortable, and what details seemed to make shirts satisfactory. He became so interested that he looked at some of his father's shirts to see how they compared with his. He found that the material in his father's shirts seemed finer, the buttons were more uniform, and there was a difference in the way in which the size was marked and in some of the labels. In fact, there was very little information on the labels on John's shirts while those on at least some of his father's told a good deal.

Some of the labels on John's shirts read as follows:

Kaynee Sportwear 18	Sportwear Age 18 Neck 14	Kaynee 13½ Varsity Sanforized

while the labels on John's father's shirts read:

Pace Setters 15–3 By Mack Sanforized Shrunk Flexton Collar Imperfect	Arrow Made in U.S.A. 15–3 Sanforized Shrunk

One label stitched on the shirt read:

Feather Tex
Shapely Shirt
Sanforized Shrunk
15 3

and on a card attached to the same shirt was the following:

The Form Fitting Shirt
Fashioned to the shape
of your body

A new shirt had a paper band pinned around it with this information:

Sanforized Shrunk —

For Permanent Fit — Residual Shrinkage will not exceed 1%

CCC-T-191A

Wrinkle Free Collar	Nu Way
Will not wilt	Draped Body
Will not wrinkle	Form Bilt
Will not curl	Perfect Fit

The label in the neck of this shirt read:

Sylklyke
Wrinkle Free Collar 15-3
Sanforized
Superfine Cotton Yarns
Celanese Lic. #129

What do you think of this type of labeling?

Materials. John learned that only a few different kinds of materials are generally used for shirts. Those most commonly used are broadcloth, madras, oxford cloth, chambray, percale, and novelty cottons such as shantung. Since these materials are all made of cotton, let us consider the characteristics of cotton that make it so desirable for such garments. Later the distinguishing characteristics of these different shirt materials will be considered.

There are many reasons why cotton is better than other fibers for shirts and other garments that receive hard wear and are washed frequently. Of course both good and poor qualities of materials are used and various factors influence the quality.

Cotton is produced in great quantity and is comparatively inexpensive. The finer, best shirting fabrics are made of long fiber cotton which makes a more expensive material because this type of cotton is limited in amount and it requires more processing and more care in manufacture. Less expensive fabrics may be very satisfactory if carefully chosen.

Since cotton is a strong fiber it produces durable materials. A closely woven fabric with approximately the same number of threads lengthwise and crosswise will be more satisfactory than a loosely woven or sleazy material. A smooth fabric indicates good quality because the yarns are uniform in size and are free of knots.

Cotton washes easily and satisfactorily, a most desirable quality in material from which shirts are made. It may be sterilized easily which is also desirable.

Cotton shirting material is comfortable to wear because it is usually smooth, lightweight, and firm. Everyone likes to wear cotton in summer because it is cool, and it is not uncomfortable in winter.

There are various finishes used in the manufacture of cotton materials that affect appearance, durability, and satisfaction. One finish which is used to make cotton look better in quality than it really is, is the addition of starch, sometimes called sizing. This makes the material look and feel heavy and firm, but the first time it is washed the starch disappears leaving the material loose and sleazy, sometimes not much better than a piece of cheesecloth. This starch filling can sometimes be detected by holding the material to the light. The loose weave can be seen with the spaces between the yarns filled up with starch. Another simple test is to rub the material in the hands. This will loosen the starch so it will fall out leaving the material in its natural state. A shirt made of sized material would be low in price but also so poor in quality that the length of service would be very limited. A more expensive material which would wear longer and look better would be much more economical in the long run.

A *pure finish* cotton fabric has practically no removable sizing material. After washing, it looks like new because it is made of good quality yarn with a close, even weave. Materials of this kind are well worth what they cost.

Shrinkage is a quality that can be controlled and should always be considered when buying cotton garments. No matter how attractive a garment may be when bought, it is a poor investment if in the first washing it shrinks so much it is uncomfortable or even too small to be worn. On the other hand, no one wants to buy a garment so large when new as it may need to be to allow for shrinkage. It is better to buy a garment of material that has already been shrunk. Some commercial methods of shrinkage used on cotton materials are regulated by the Federal Trade Commission. The trade name, Sanforized, is sometimes used. In accordance with the Federal Trade Commission ruling the label may state "pre-shrunk" — will not shrink more than 1% under Commercial Standard CS59–36. Cotton materials that are advertised only as "shrinkproof" or "will not shrink" cannot be relied upon. Because such terms are misleading, the Federal Trade Commission formulated the above-mentioned rule concerning labeling. Many garments

are not labeled, but if a label is used, it must be truthful and must state the amount of shrinkage. Therefore it would be well to beware of the cottons that are not labeled concerning shrinkage and to read the labels carefully.

Fastness of color is another quality of cotton material that increases satisfaction. No garment that fades the first time it is washed, or when worn in bright sunlight, is wholly satisfactory.

The quality of dye and the method of dyeing make the difference. There is, however, so little difference in the actual cost that there seems to be no excuse for poorly dyed materials. Some people have a mistaken idea that soaking a material in salt water or in vinegar water will set the color. After a material has been dyed there is nothing that can be done to change the quality of the dye. If it is poor it will always be poor.

Again the label plays a prominent part. We find such terms as color-fast, guaranteed fast color, or vat dyed. A more adequate statement says the color is fast to washing, sunlight, or perspiration. Colored shirts should be fast to all three conditions because of the wear to which they are subjected.

The term vat dyed which is sometimes used on labels means that the fibers have been dyed before being spun into yarn. This is generally considered a more satisfactory method than either yarn or piece dyeing.

Common Types of Shirting Materials

Broadcloth is a fine, closely-woven fabric having a cross-ribbed appearance, and usually mercerized. It is made of long staple, combed yarn, is durable, and launders well. Genuine broadcloth is fairly expensive.

In *chambray* the warp threads are colored and the filling threads are white. The weave is close and firm, and the texture is smooth. Light-weight chambray is satisfactory for "good" shirts and the heavyweight for everyday wear.

Madras is usually a white material with a fine woven stripe in color. Sometimes it has small woven figures. The stripes should be smooth and flat; if heavy or cordlike, the material will wear out quickly. Good quality, smooth madras is durable, comfortable, and launders well.

Oxford cloth has a basket weave and is a soft material. It is satisfactory for sport shirts because it is rather loose in texture but durable.

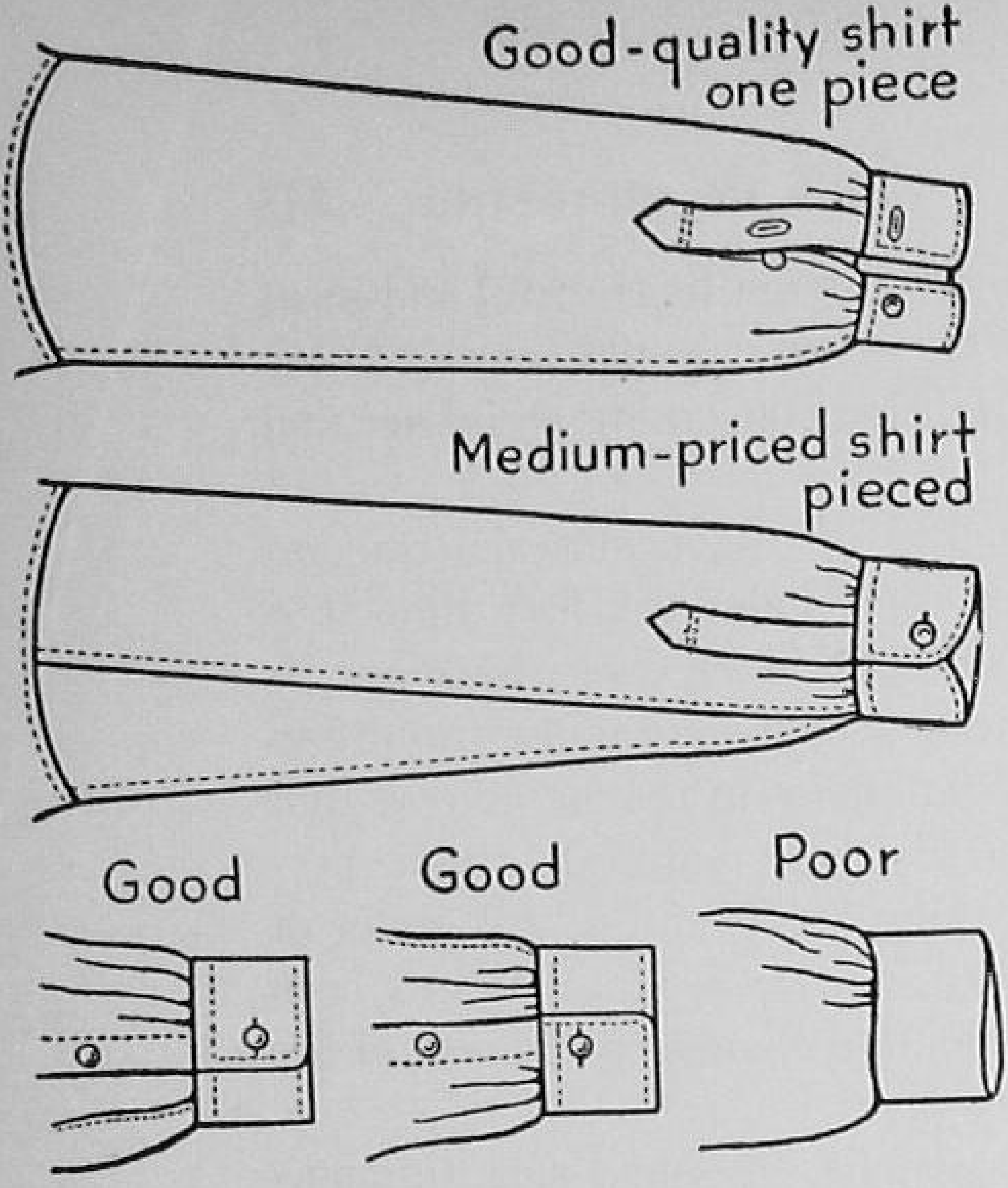


FIG. 140. SHIRT SLEEVES, GOOD AND POOR

Percale is a fine, closely-woven fabric. It usually has a small printed design. Be sure it is guaranteed fast color.

BUTTONS

Buttons on boys' shirts are usually not as good in quality as those found on men's shirts, but they should be smooth and uniform in thickness. Bone or pearl buttons are preferred, but some composition buttons are satisfactory.

STYLE AND CUT

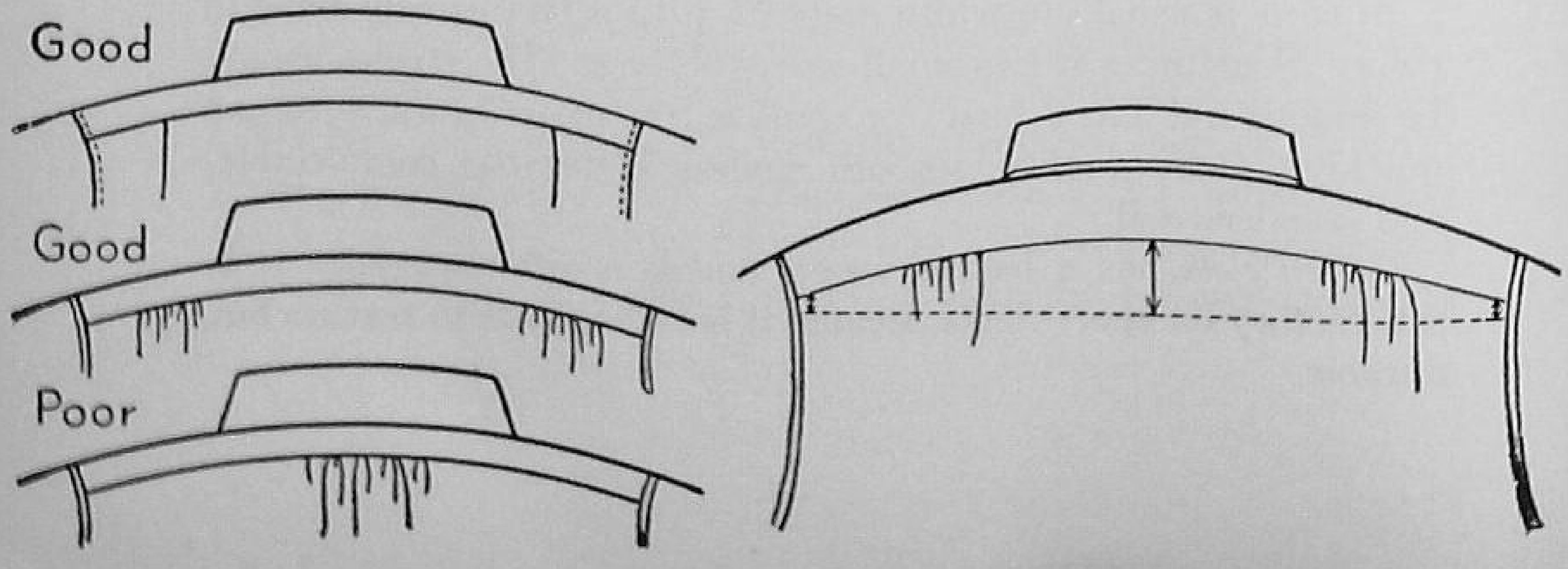
Most boys of school age like sport shirts for general wear but for occasional dress-up wear the tailored shirt is used.

Sport shirts for summer usually have short, rather loose sleeves. The neck is open or has a convertible collar. These shirts are not only comfortable but are not so quickly outgrown as shirts with tailored collars and long sleeves.

It is important that boys' shirts be full-cut. This means that they are cut according to the measurements published by the National Bureau of Standards which have been agreed upon by the trade. There has been no skimping in the cutting, and there is sufficient fullness where it is needed. Perhaps the reason why John did not like some of his shirts was because they were poorly cut.

FIG. 141. YOKES

Shirt backs rounded high at the center and having evenly distributed gathers or plaits fit better over the shoulders.



A back yoke is a good feature, but is not always found in everyday shirts. There should be some provision for additional fullness in the back to take care of strain. This fullness serves its purpose better if it is at the side back over active shoulder blades rather than in the center.

Shirts should be sufficiently long and if long sleeves are used care should be taken that they are the correct length. Since sleeve lengths are not marked on boys' shirts it is necessary to measure. This measurement is taken from the center back of the neck to the wrist bone.

Workmanship

Since shirts receive such hard wear the construction or workmanship is important. Seams should be finished, that is, no raw edges should be exposed, and the seams should be flat. Machine stitches should be small, uniform, and close to the edge. Pockets should be double stitched at the top as a precaution against easy ripping.

Buttonholes should be firm and well-finished across the ends so they will not fray out. Many sport shirts have eyelets and laces instead of buttons. If metal eyelets are used the material should be firm so it will not pull out easily and the eyelet should be put in securely. Buttons should be sewed on securely and the thread well-fastened.

Size and Fit

Sizes. Boys' shirts are marked according to age and youths' shirts by neck size and sometimes age. Youths' shirts are styled more like men's shirts. Men's shirts are marked according to neck size and sleeve length. Neck sizes range from 14 to 18 inches, increasing by half inches, and sleeves range in length from 32 to 36 inches. The size is usually stamped on the inside of the neck band. Marking by age is not satisfactory because there is no uniformity in the size of individuals. Consequently it is better to buy according to measure. Neck, chest, and sleeve length measurements must be considered.

Comfort is of utmost importance and because boys grow so fast care should be taken to buy shirts that are right in size. This can be done by careful measuring and by trying the shirt on. No boy's shirt should fit snugly when bought. If the material is san-

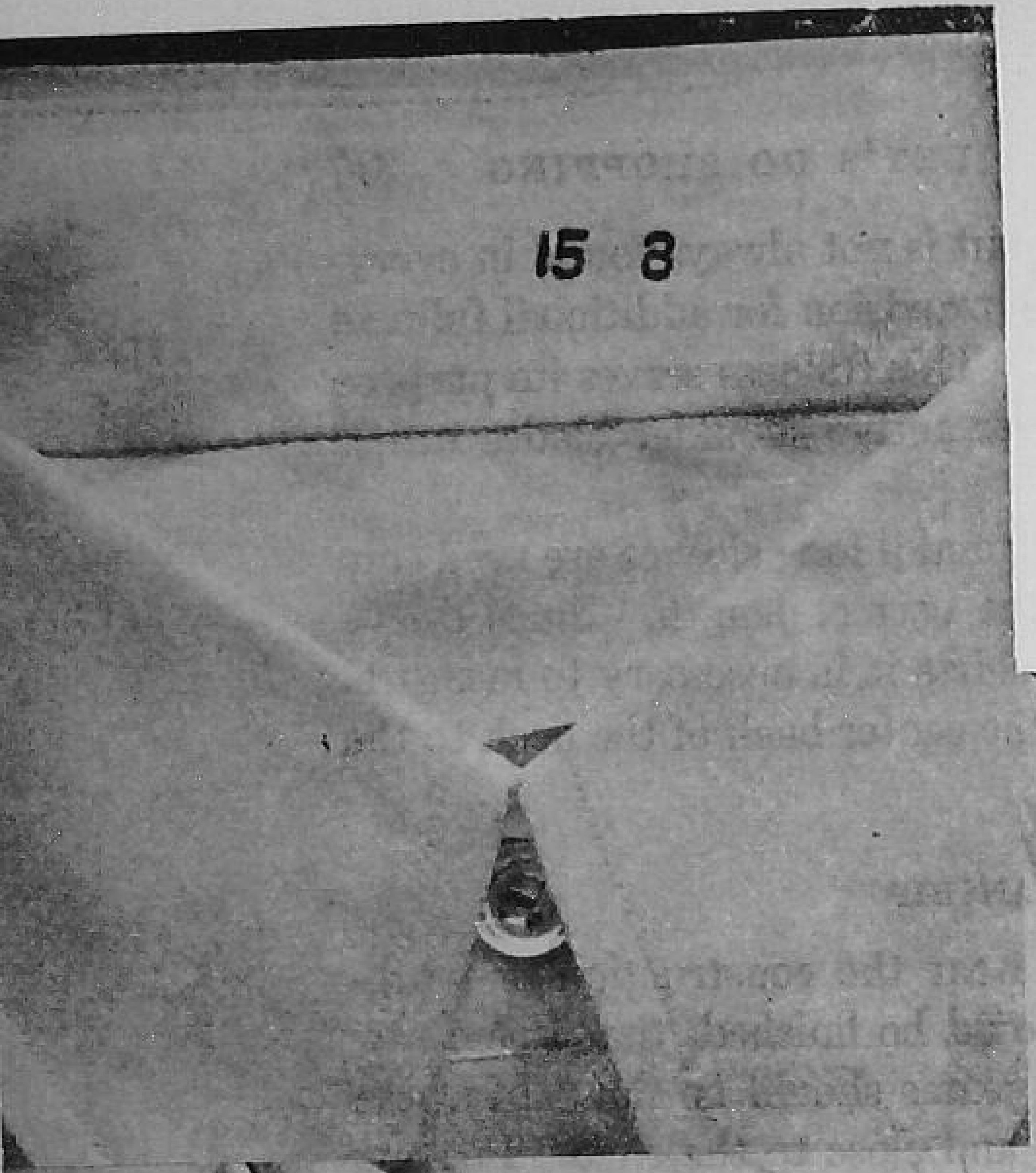


FIG. 142. *Left: The mark 15 3 indicates a neck size of fifteen inches and a sleeve length of thirty-three inches.*

Below: To be sure that you get the right size, measure by an old shirt. Lay the collar flat. Then measure the inside of the neck band from the center of the button to the far end of the buttonhole.

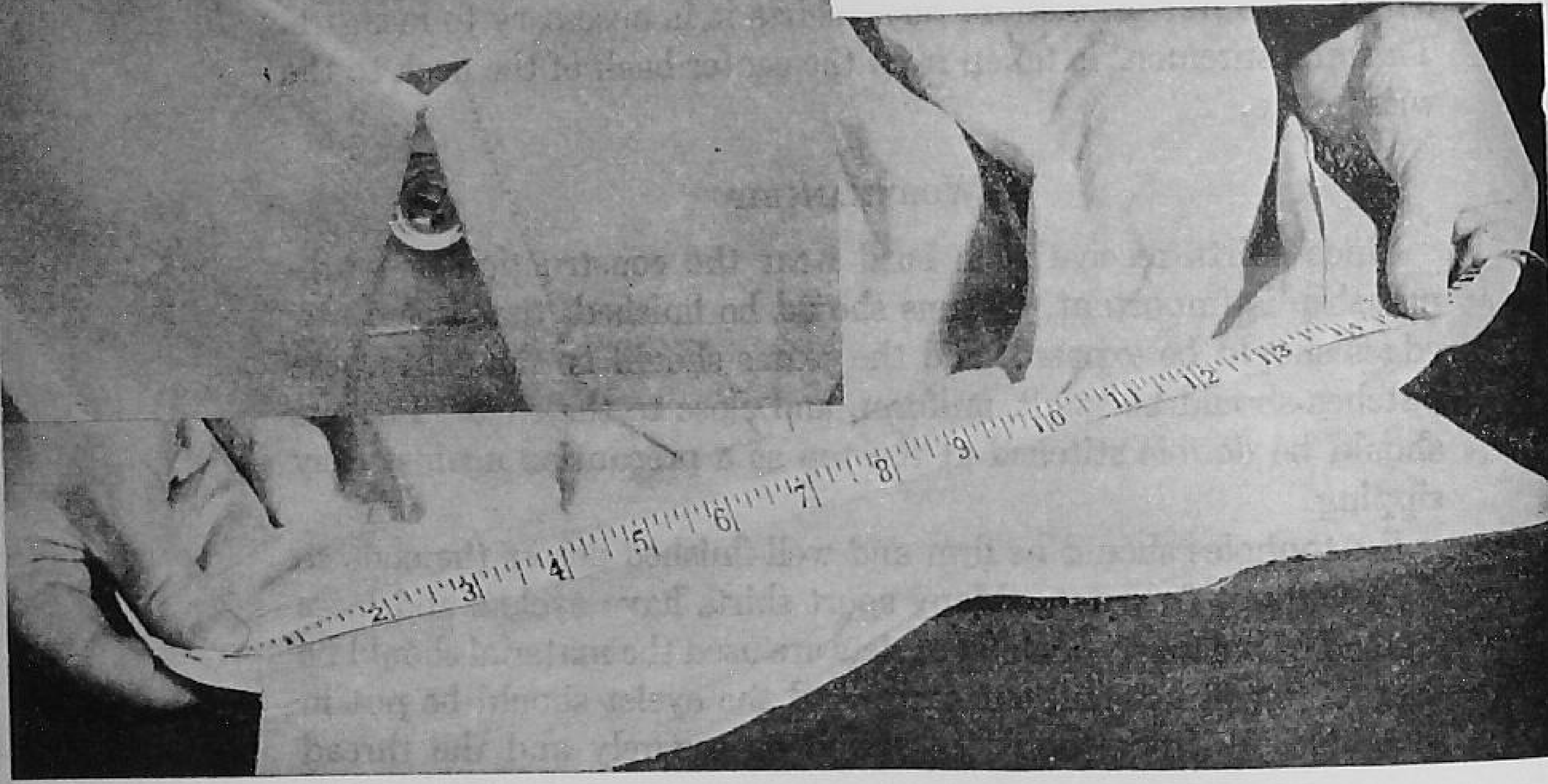
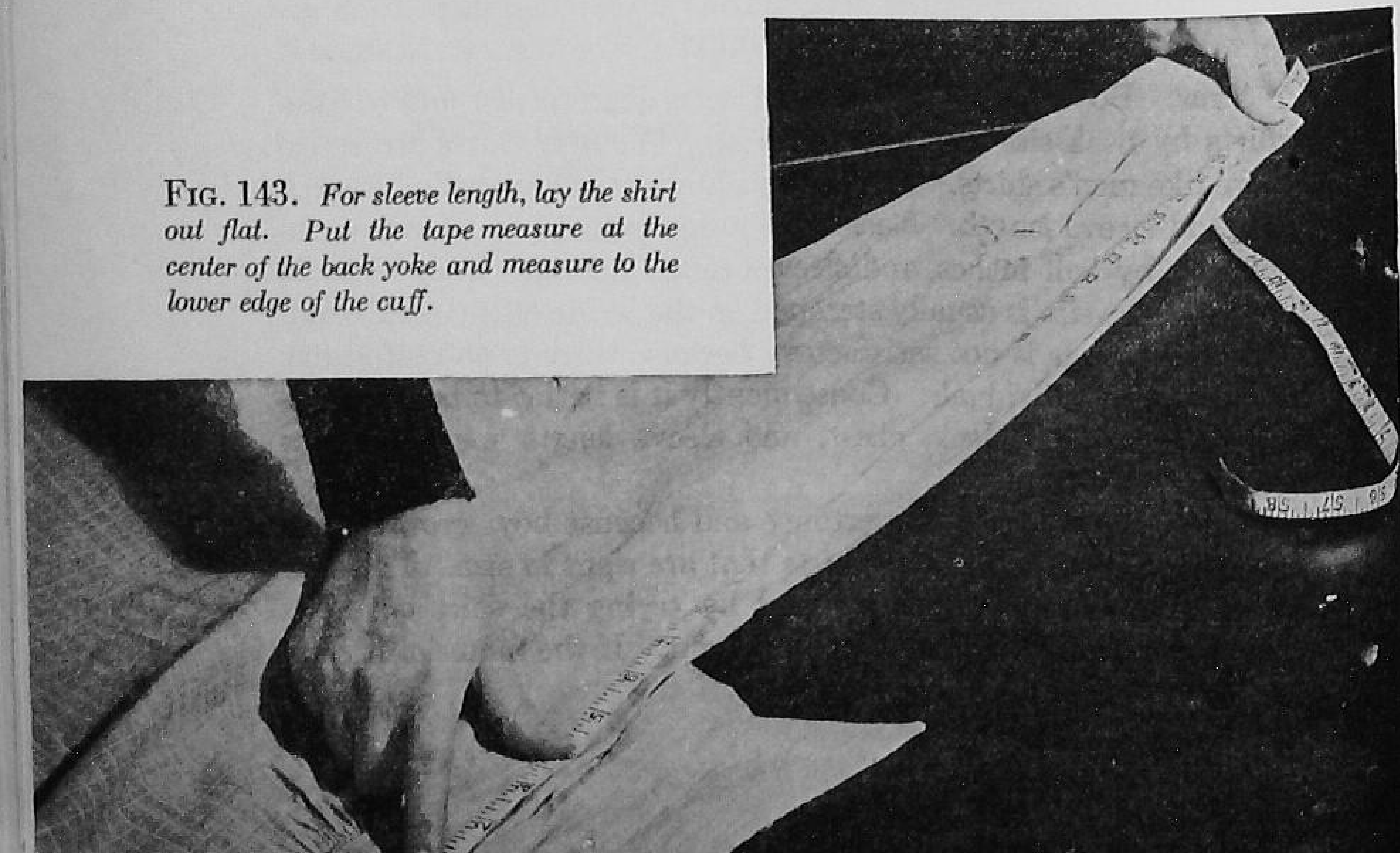


FIG. 143. *For sleeve length, lay the shirt out flat. Put the tape measure at the center of the back yoke and measure to the lower edge of the cuff.*



forized and the size is right, you should receive good service from your purchase.

John finally decided to buy just one shirt at first to try out what he had learned. The one he selected had this label on it:

Color guaranteed
Model
Sanforized Shrunk
Shrink not more than 1% CCC–T–191A
Neck 14

Do you think he made a wise selection?

Mary Buys a Skirt

Mary likes to wear skirts with sweaters or blouses to school. When planning her clothes for the year she decided to buy a skirt in the fall which could be worn through the winter. She is a medium blonde with blue eyes and a clear skin. Almost every color is becoming to her. Her winter coat was dark blue so she wanted a skirt that would look well with her coat. She had two sweaters left over from last year, one a medium shade of blue and one white.

First Mary studied the fashion books that were at school so she would know what styles were being shown. Her skirt had to be up-to-date in style but conservative so she could wear it long enough to get the full service from it. Since she is tall and quite slender she decided a pleated skirt would be a good choice. She is well-proportioned so the fitting should not be difficult.

Selecting the Material

What were the most important things Mary needed to learn before she went shopping for the skirt? She should know something about choosing the material. Since it must be warm for winter wear, wool material or wool mixed with another fiber will probably be most satisfactory.

Characteristics of Wool. Why is it that wool is so generally used for the garments we wear in cold weather? The structure of the wool fiber is very different from that of other fibers. Cotton, silk, rayon, and nylon fibers are all smooth, while the wool fiber is rough and wiry. There are tiny scales on the wool fiber which cause this roughness. They hold air in the fabric which serves as an insulator, preventing rapid escape of heat from the body and also preventing cold air from penetrating to the body. Because

FIG. 144. MARY BUYS A SKIRT

of these qualities wool keeps the body warm. The fiber is also very elastic and has a springiness that gives a characteristic quality to material made from wool. Although it may wrinkle some when worn, these wrinkles shake out when the garment is hung up carefully. Wool is easily dyed and holds color well. If the quality of the fiber is good and the weave of the material is firm, wool material will hold its shape and give excellent service.

There are some other characteristics with which you should be familiar if you expect to get the utmost satisfaction from wool clothing. The scaly structure of the fiber makes wool shrink easily. Hot water not only shrinks it but also makes it very harsh and stiff, therefore wool garments that must be washed should be very carefully handled. Dry cleaning is usually preferable for most dresses, skirts, suits, and coats.

Fabrics. Fabrics made from wool are of two types, woolens and worsteds. *Woolens* are soft and fluffy because of the napped surface. The weave is often rather loose. Sometimes the napping covers up defects in the yarn or weave. The napping process may weaken the fabric. These materials wrinkle more easily than do worsteds. Typical woolen materials used in clothing are flannel and broadcloth.

Worsteds are made from tightly twisted yarns that are smooth and hard. The weave is visible and the fabric is much firmer than woolen. It wears exceptionally well, holds the

press, and tailors beautifully. The chief objection to the harder worsteds is that they do get shiny. Typical worsteds are gabardine, crepe, and suitings.

What type of wool is commonly used for skirts? Mary must choose carefully, especially since she wants a pleated skirt. Do you know of any woolens that might hold the pleats well? What particular characteristics would contribute to their suitability for skirts?

Value of Labels. It is important to have definite information concerning the fiber content of material. Because wool is a relatively expensive fiber it is often combined with other fibers to produce a less expensive material than all wool could be. This mixed fabric of course has the characteristics of whatever fibers are used. The fiber which is used in the greater amount gives the predominating characteristics to the material. Therefore if a cotton and wool fabric contains much more cotton than wool it will wrinkle easily, will give less warmth, and will fade more readily.

Because of the growing tendency to combine fibers, labels are increasingly important. The National Consumer-Retailer Council believes that labels giving information about quality and performance characteristics of merchandise are essential if the consumer is to purchase wisely. The passage of the Wool Products Labeling Act which became effective in July, 1941, makes the labeling of wool compulsory. All wool products except carpets, rugs, and upholstery, must be labeled to show the per cent of new wool, reprocessed wool, and re-used wool they contain, as well as the per cent of other fibers, such as cotton and rayon, if more than 5% is used.

Labels of this kind Mary knew would help her select her skirt wisely.

Before she went to the store she made a list of the things she felt she should consider. These were the points she listed:

1. Tell the saleswoman the type of skirt I want, and approximate amount that I can pay.
2. It must harmonize with blue coat.
3. Examine material carefully — read labels.
4. Do not choose material that is too conspicuous in color or design.
5. Examine the workmanship. Are the seams wide enough to give good service and finished so they will not ravel? Does the belt

have an interlining? Is the placket smooth and well made? Is there a sufficient allowance for the hem?

6. Notice the way the skirt is cut. If it is not accurately cut it will not hang well.
7. Is the style of the skirt becoming and will it serve my needs?
8. Select one that needs very little alteration.

Mary knew that her list was rather detailed but she was anxious to make a wise selection and felt she could not risk forgetting some important considerations when there would be so many skirts to select from.

After looking carefully she decided on a plaid skirt. She selected one only to notice that the design was not matched. It made the skirt unattractive and Mary realized that she had learned something else important. She looked farther and found another that pleased her especially well and had nice colors. It was a medium size Scotch plaid in red, blue, green and tiny lines of black and yellow. Do you think this was a wise selection for Mary to make?

When the saleswoman asked her if she wanted to try on the skirt Mary was quick in her reply that she would have to because otherwise she could not know how it would fit. She learned that in getting a pleated skirt the hip measure is the most important to consider because the skirt must fit smoothly around the hips and the pleats must hang straight from the hip-line. Fortunately the waist measure was all right but it could have been altered easily if necessary.

The skirt was too long and the saleswoman asked Mary if she wanted it shortened for her. The additional cost would be one dollar but if she wished to do it herself the fitter would mark the correct hemline at no additional cost.

Do you think Mary was wise in deciding to put the hem in herself?

Buying Footwear

One of your most important responsibilities is to learn to buy shoes and hose wisely. The condition of your feet has a great deal to do with your health and your disposition. You have probably heard someone say, "If your feet hurt, you hurt all over."

In order to be safe for you to wear, shoes must be the right shape for your feet, the right size, and made of satisfactory material.

Growing boys and girls must be particularly careful because they grow so rapidly. Wearing wrong shoes while the bones of the feet are more or less soft can cause actual deformity.

Shoes that are just barely large enough when they are bought will be too small long before they are worn out. If the store in which you buy your shoes has an X-ray machine you are fortunate and should make use of it every time you buy new shoes. See how your feet look in your old shoes as well as in the new ones.

Keep the new shoes on your feet, while in the store, long enough to really know how they feel. Stand in them and walk in them if there is a place provided where you can walk without scratching the soles. No one but you can tell how a shoe actually feels on your foot. The shoe may be long enough, but if it crowds your toes it will not be comfortable. If the long arch of the shoe is built high and your arch is low the shoe will be most uncomfortable and harmful.

Your shoes should be at least a half inch longer than your feet and sufficiently wide to allow plenty of toe room. Don't be persuaded to buy a short, broad shoe if what you need is a longer narrow one, or vice versa. The shoe should fit snugly at the heel so it will not rub. The ball of the foot should be at the widest part of the shoe. Heel-to-ball fitting is considered best because it is a sure way of having the ball of the foot where it belongs. The shoe should fit well under the arch. A laced oxford style of shoe is always good for general wear because it can be adjusted to the foot and it gives good support. Heels on everyday shoes should be broad and moderate in height. This type of heel will give you a good support for your body, will permit you to walk easily, and will be comfortable. A heel that is too high causes the foot to slide down in the front of the shoe thus pushing the toes against the end of the shoe and causing corns. High heels also affect posture. The body is thrown forward, and in order to maintain one's balance, a person must hold the body in an unnatural and unattractive position. As a result a swayback condition develops.

The correct type of shoe can still be in fashion and attractive. Fads are never more out of place than in shoes; don't let poor judgment in selecting shoes be responsible for discomfort and unattractiveness in your appearance.

Materials that shoes are made of are important and in this connection you can profit by past experience. If shoes have been un-

comfortable but seemed to be correct in size and well-fitted, the trouble may have been caused by the material. Most general-wear shoes are made of leather of various kinds. *Calfskin* is used in boys' shoes and in many sport shoes for girls. It is very smooth — takes a good polish, and wears very well. It is, however, heavy and rather stiff and sometimes causes a burning of the feet that is uncomfortable. *Split calf*, which is just what the name indicates, is softer and more comfortable, but it may stretch more and does not wear as well.

Softer leathers, *kid*, for example, are used in dress shoes for girls and women. They are very comfortable, but stretch easily, scuff badly, and are expensive if the quality is good.

Suede is not a kind of leather but rather a finish. The flesh side of the leather is used on the outside and the leather is rubbed in order to raise a nap. Suede shoes must be carefully selected, because both good and poor quality leathers are finished in this manner. A cheap suede shoe is apt to be very cheap in quality. Any soft-finished leather catches dust and dirt easily and is hard to care for.

Patent leather is sometimes very fashionable but is a poor choice except for dress shoes. This is also a finish. The leather is coated with a lacquer which gives it a shiny, very smooth finish. The lacquer also fills all the pores of the leather and consequently the shoe does not "permit the feet to breathe." This causes the feet to perspire more freely than is normal and remain damp and clammy. Also sudden temperature changes cause cracking which spoils the appearance of patent leather shoes.

Cloth is used for some types of sport shoes and sometimes for dress shoes.

Buying shoes by brand can be advantageous. If you find a certain brand that is right for your foot it is wise to continue wearing it as long as it is satisfactory. You must, however, be constantly on your guard — your feet can change and the forms or lasts over which shoes are made are frequently changed.

Shoes for boys and girls should be sturdy and well-made. Cheap shoes are usually not economical because they wear out quickly and are likely to be poorly shaped. Often the soles are made of paper rather than leather. Soles should be firm but flexible.

Examine your shoes to see where and how they wear out. This information may be of great value because you may discover real

foot difficulties that could be corrected. If heels wear off badly on the inside it is caused by a rolling of the ankle. If not corrected the weight of the body will fall on the longitudinal arch and weaken it. It can be remedied by corrective shoes which have an extra wedge on the inside of the heel.

A shoe that is too short will soon be out of shape, especially at the side. If a bunion has developed (an enlargement of the large toe joint) the shoe will show it.

When you go to the store to buy shoes it is better to have your feet measured than to tell the salesman you wear a certain size. Your feet may have grown since you bought your last shoes. Always have both feet measured and try on both shoes. Frequently one foot is larger than the other. If you find this to be true of your feet always have the larger foot fitted. A piece of felt in the heel of the shoe for the smaller foot will usually take care of the difference in size.

Keep shoes in good repair. If the upper part of the shoe is in good condition re-soling will prolong the life of the shoe, provided, of course, you have not outgrown it. It costs very little to keep heels straight, but it makes a great difference both in the comfort and appearance of shoes, and in posture. Keep your shoe kit in a handy place and use it often.

Socks and Stockings

Socks. Socks are universally popular for junior high school boys and girls but as girls grow up one of the first things they want, at least for dress-up wear, is long stockings.

Socks are usually made of cotton although nylon is frequently used. Getting the correct size is the most important consideration because socks that are too short can make the toes cramp and cause corns just as too short shoes do. A short sock also will pull down at the heel and be uncomfortable and will wear out quickly because of the strain.

Genuine ribbed tops are more elastic and hold the socks up on the leg better than the machine-sewed rib. The machine-sewed rib is used, however, on many socks, and is reasonably satisfactory.

The sock should be firmly knitted so it will be elastic.

Color plays quite an important part in selecting socks. Since they are inexpensive you can have several pairs. They may be matched to suits or skirts and dresses and add to the interest of the color scheme.

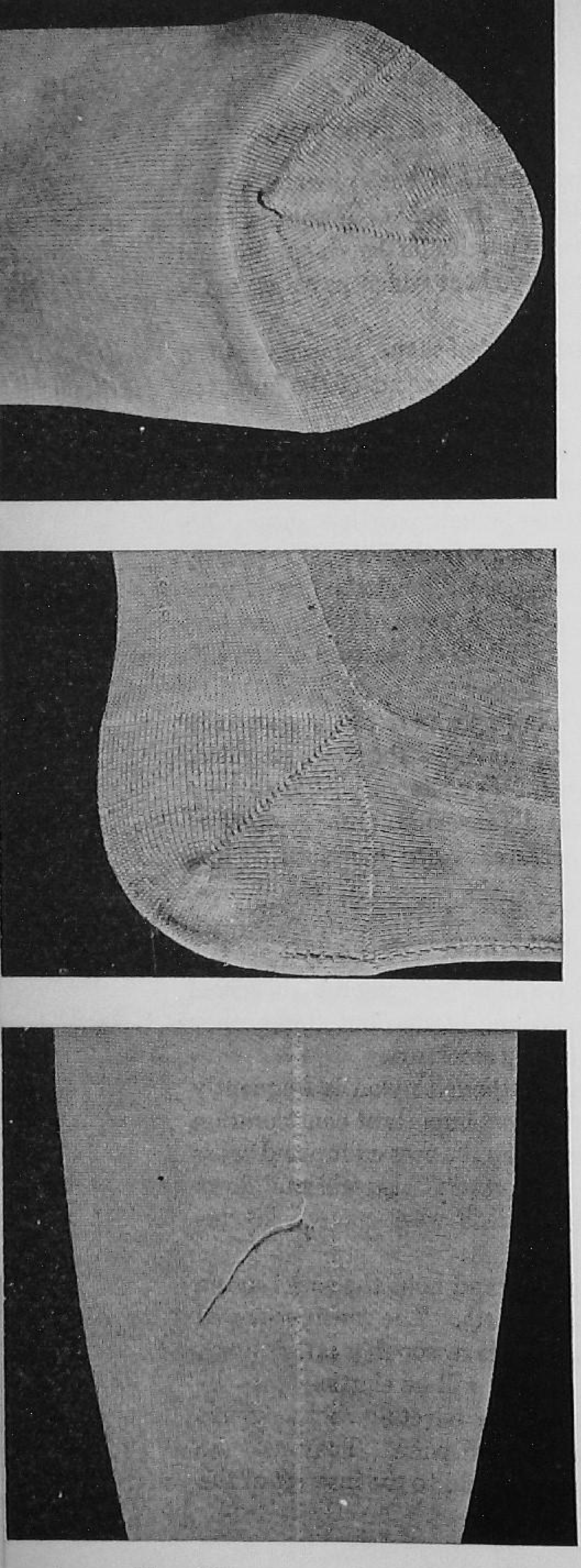


Fig. 145. circular knit hose

Stockings. Buying stockings presents quite a different problem. They cost considerably more than socks, wear out quickly, and are an expensive item in the wardrobe.

Two different methods are used in knitting stockings and there is so much difference in the satisfaction of the two types that it is well to know the characteristics of each and to be able to distinguish between them. These types of construction are called *full-fashioned* and *circular knit.*

Full-fashioned stockings are knitted to the shape of the leg by dropping stitches. The stocking is knitted flat then sewed together. The stocking will always keep its shape and will fit well.

The circular knit stocking is tubular and is the same size from top to bottom. When it is sold this stocking has the same shape as the full-fashioned and it is only by close inspection that you will be able to tell the difference. The stocking is dyed first then stretched smoothly over a frame shaped like the leg. It is pressed and dried on the frame which gives it its shape. When washed the stocking goes back to its true shape, straight from top to bottom. It is easy to see that the tubular stocking could not fit

as well as one which is really knitted to shape.

Sometimes a mock seam is stitched up the back of circular knit hose and the thread is looped at the places where full-fashioned hose are shaped. This is done in order to make the circular knit look still more like full-fashioned hose. You must be on your guard and examine hose carefully when buying so you will be sure to get the kind you want.

The toes and heels are shaped differently in the two types of hose. The toe of the circular knit stocking is bulkier and does not conform to the shape of the foot as it does in the full-fashioned.

Stocking Sizes. Two things must be considered in determining the size of stockings needed, the foot length and the leg length. Unless the foot is extremely narrow the foot of the stocking should be about one half inch longer than the foot. The size of the stocking indicates the length of the foot — hence a size 8 stocking measures 8 inches from tip of toe to heel.

Most manufacturers make stockings in three leg lengths — short, medium, and long. There is a standard for only one length, the *medium* which is 31 inches. Be sure you know which length is right for you. A stocking

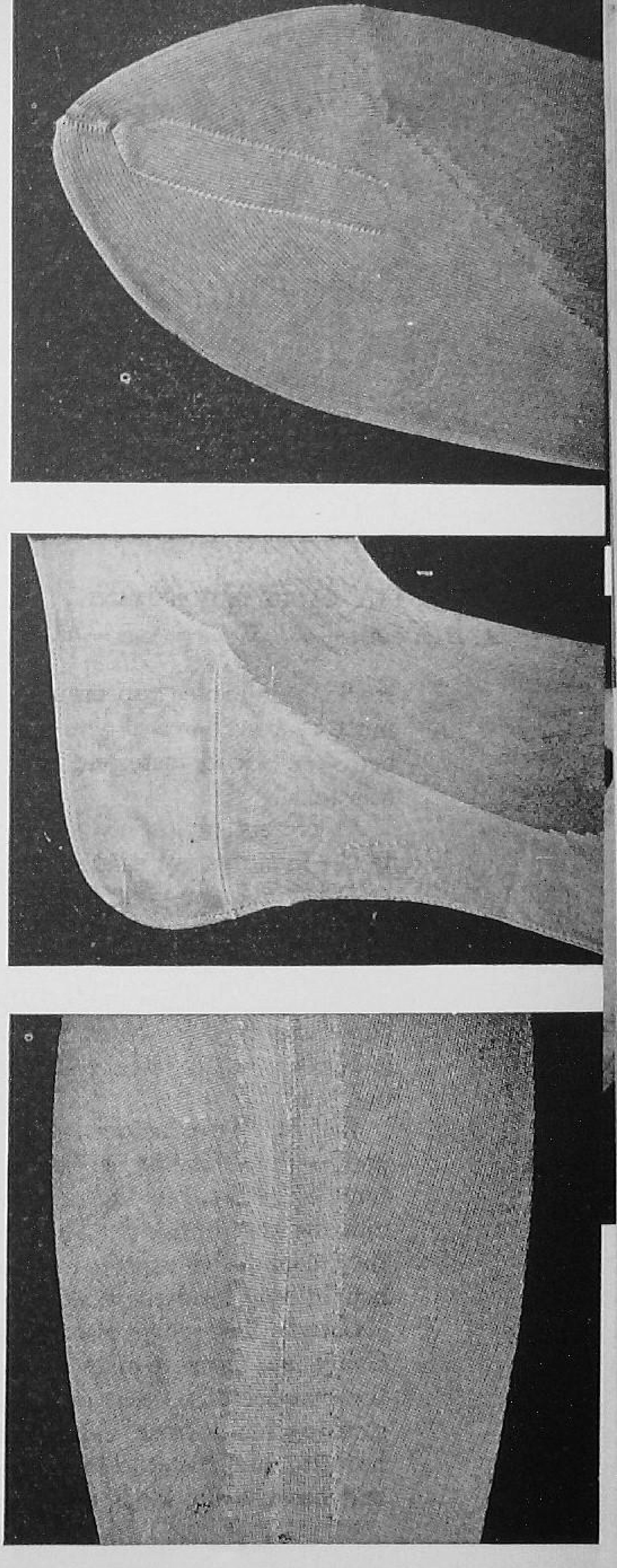
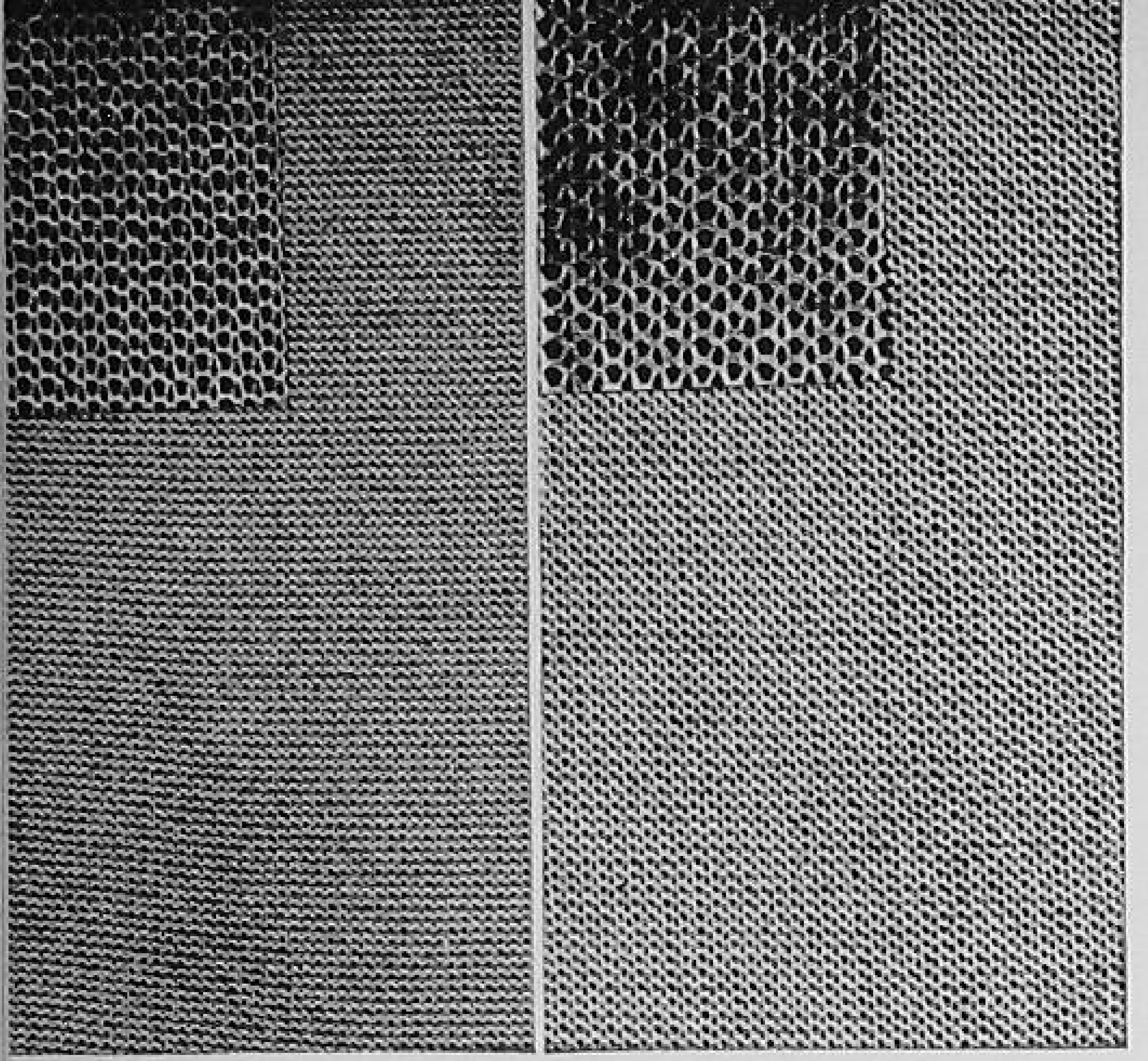


FIG. 146. FULL FASHIONED HOSE



A B

FIG. 147. GAUGE IS IMPORTANT
A. High gauge — 48. B. Low gauge — 42.

that is too short is tight when fastened and the strain causes runs. Hose that are too long are uncomfortable because of the extra bulk and frequently supporters must be fastened below the welt. This also causes runs.

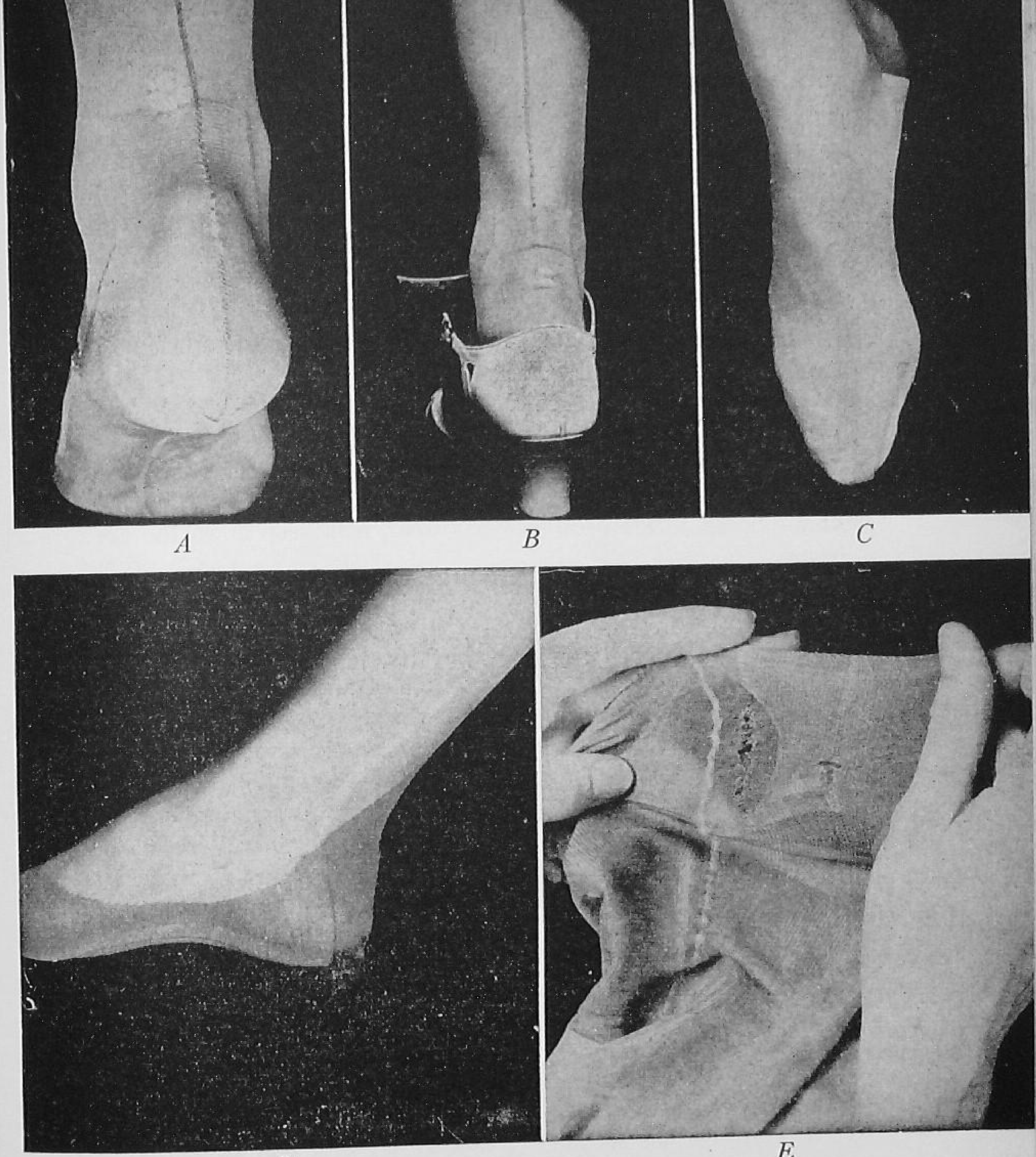
Reinforcements in stockings are placed where there is strain and hard wear. Be sure your everyday hose have good reinforcements where they are needed.

The material and weight of stockings influence appearance, service, and cost. All these things must be considered if you are to get the right stocking for the occasion. Good taste and good judgment are indicated by your selection.

At present, nylon has almost entirely replaced other materials in the manufacture of stockings. However, hose which are made of other fibers may appear on the market at any time. Because nylon hose are so sheer, they must be handled carefully to avoid picking and runs. If nylon hose are properly cared for, they will give the wearer remarkably good service. Those who use these stockings discover that because nylon dries so quickly, it is often not necessary to have many pairs in the wardrobe at one time.

Weight. Two factors usually influence a person's selection of hose — durability or service, and appearance. Both are important, of course, but the purpose for which the hose are intended must be kept in mind. Thin, sheer hose are attractive, but since they cannot be expected to give good service they should be bought only for dress wear.

Gauge. The gauge also contributes to appearance and service. Gauge is a measure of the fineness of the knitting, determined by the number of needles on the knitting machine. A high-gauge stocking has a finer, closer knit which makes the texture more beautiful and the stocking more elastic. Low-gauge knit is coarse and because the loops are larger and looser snags easily. Low-



A *B* *C*

D *E*

FIG. 148. WHY HOSE WEAR OUT

A. *At top of heel: Too heavy reinforcement for weight of hose; too short hose so that heel pulls under foot and shoe rubs above reinforcement*

B. *At heel: Too low or too thin reinforcement; rough or calloused heel; loose shoe that rubs; worn or rough shoe linings*

C. *At toe: Too short hose; too thin reinforcement; too short shoe; worn shoe linings; long toe nails*

D. *At ankle: Hose too tight over ankle; defect in joining foot and leg of hose; sharp edges on shoe buckles or straps*

E. *At welt: Hose too tight on knee; hose supporters that cut or are fastened below welt; careless pulling on of hose*

gauge hose are 39 and 42 gauge, medium 45 gauge, and high gauge 48–51 and 54. Ask the salesperson about the gauge and thread number or weight of stockings and remember that they do make a difference in service and satisfaction.

Figure 148 shows some of the reasons why hose wear out quickly. If hose are sold as seconds or irregulars they have defects, and as most of these defects affect service, the hose may be a poor buy even though they do seem inexpensive.

Know what use you want to make of hose, be sure you get the correct size, get the material and type of construction that seems best for your needs, and learn to handle and care for your hose properly. These things will help to regulate your hosiery expenditure. Socks, at least for everyday wear, help keep down the expense.

CLASS DISCUSSION AND ACTIVITIES

1. Go to a department store and find out what departments are located on the floor where girls and misses dresses and coats are sold. How can this help you in planning your next shopping trip?

2. Your teacher may ask all the girls in your clothing class who are the same age within a six months range to stand in a line. Are any two the same size and build? What size dress does each girl wear? How will you apply what you learn from this observation when you are buying a dress?

3. Look over your clothes and see which garments have labels. Read them carefully. Be prepared to explain what they tell you about the garments.

4. Look up the meaning of *mercerized, warp, filling threads,* and *basket weave.* Explain.

5. Find out something about the Consumer-Retailer Council. How does this organization affect you? Report upon it in class.

6. Look up the meaning of *re-processed wool* and *re-used wool* and be prepared to explain in class.

7. John is going to buy a new suit. What should he do before he goes to the store, and what should he check on at the store before he buys? Help him plan this shopping expedition.

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CHAPTER TWENTY-NINE

Learning to Cook

COOKING IS FUN. Have you ever wondered why as a child you liked to make mud pies? Probably the reason was that you were creating something. Everybody likes to create. Cookery offers almost unlimited opportunities for creating food that people enjoy. Cookery is one creative art that is available to most people. It is smart to learn to cook, and cookery is exciting because there is always a suspense until the product is finished. Then suspense, if the product is superior, is replaced by satisfaction and pride. Most people who are skillful cooks take a great pride in their art. Men and boys are often as interested in cookery as are women and girls.

Few accomplishments afford greater satisfaction than the ability to cook and serve attractive food. Not only is this skill a way in which you can help at home, but no one is more popular among his friends than the boy or girl who can plan, prepare, and serve good food on a camping or hiking trip, at parties, Sunday night suppers at home, or when "the crowd" drops in after a swimming party or a ball game.

Some people find cooking a delightful hobby. Why not develop your skill to such a point that you are famous for some dishes? You can start with just one or two. Maybe you can broil hamburgers better than anybody else, or make a cake that melts in your mouth, or the tastiest of corn sticks that people remember. Skill in cookery is a worthy objective.

HOW DOES ONE LEARN TO COOK?

Since experience is the best teacher, the way to learn to cook is by cooking, and best of all the learning is fun. Where and how will you start? You can begin at school or at home. Most school courses in cookery begin with breakfasts because the day begins with

FIG. 149. COOKERY IS A CREATIVE ART AS WELL AS A USEFUL SKILL.

breakfast, and the menu is usually simple and easy to prepare. You do not have to begin with breakfast, however; it is more fun to start with something you really want to cook.

Jane, for example, started on rolled wafers, a very difficult food, but she succeeded because she was especially interested in making them. Her grandmother had some old, long-handled wafer irons that were used when cooking was done in fireplaces. These wafer irons were an heirloom, and grandmother had said she would give them to the girl in the family who first learned to use them. Jane not only wanted to win the irons, but she also really wanted to learn to make rolled wafers, and her grandmother taught her. Jane is today the possessor of those coveted wafer irons.

Margaret started her cooking lessons with oysters. Who would have thought of oysters for a first lesson! Margaret, however, lived on the seacoast and oysters were her favorite food. She persuaded her mother to teach her to fry oysters. One would think this too difficult a job for a beginner, but if the proof of fried oysters is in the eating, those who later ate Margaret's fried oysters could testify that she had certainly mastered the art.

John started with hamburgers. He was a member of a scout troop that went to the woods every Saturday and cooked lunch. The whole troop voted John the best meat cook in the group. He was proud to be assigned the job of cooking the meat every Saturday. How did he achieve his reputation? By practicing in his kitchen at home until he had acquired skill in meat cookery.

What would you like to learn to cook? Many boys and girls begin with refreshments for the crowd that drops in after school or on Saturdays. Since the week-end seems to be the best time for busy school boys and girls to learn to cook, the work in this book is centered around the preparation of food for week-end occasions when boys and girls are especially interested in helping with the preparation of food.

Habits in the Kitchen

Modern kitchens with their gay colors, crisp curtains, and built-i cabinets are very inviting places. Imagine, too, the delightful odor of fragrant and savory foods! These conditions alone, however, d not insure an attractive kitchen unless spotless cleanliness an orderliness habitually prevail as well.

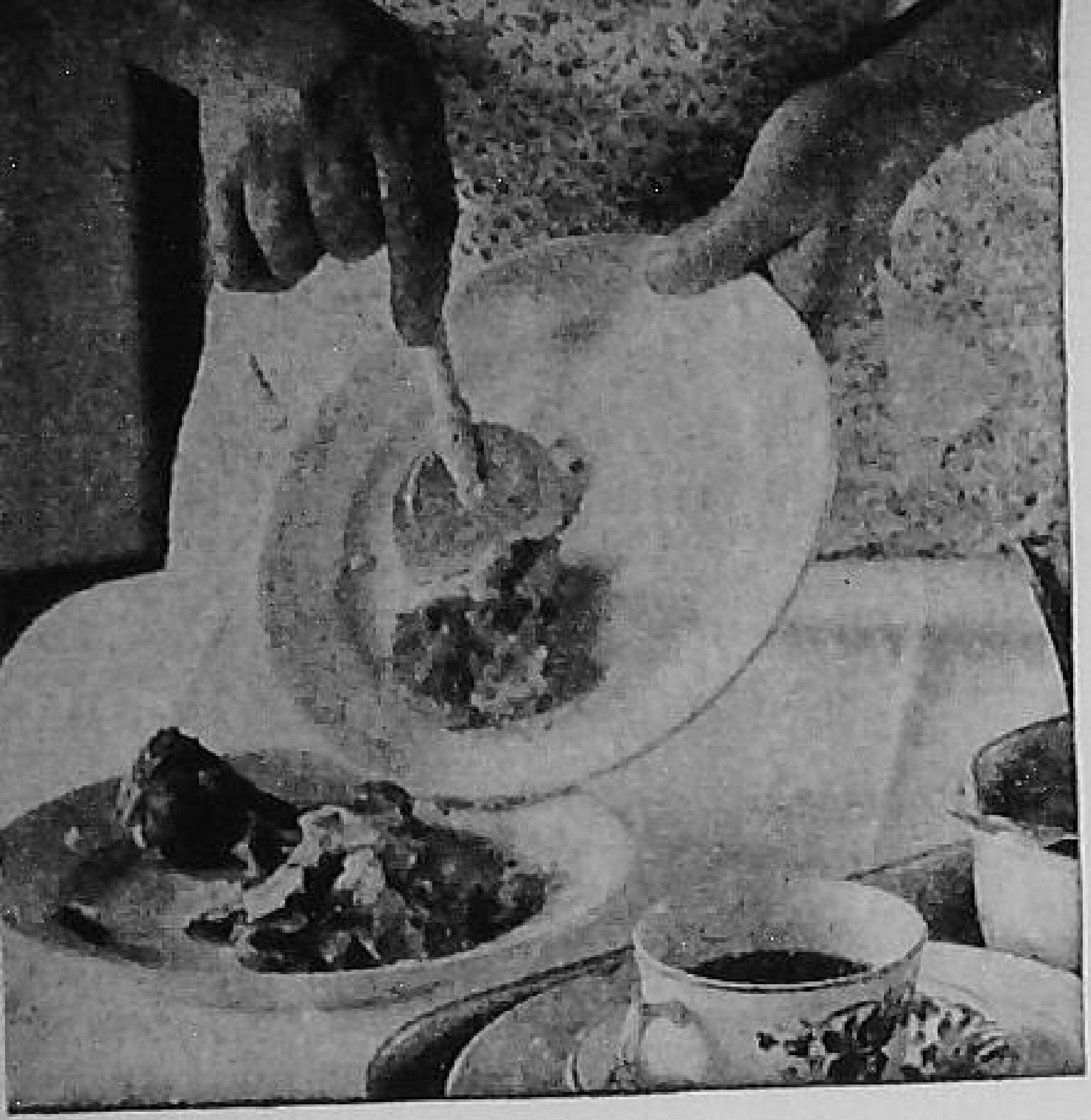
FIG. 150. AN ATTRACTIVE KITCHEN

This kitchen is efficient to work in and easy to keep clean and orderly.

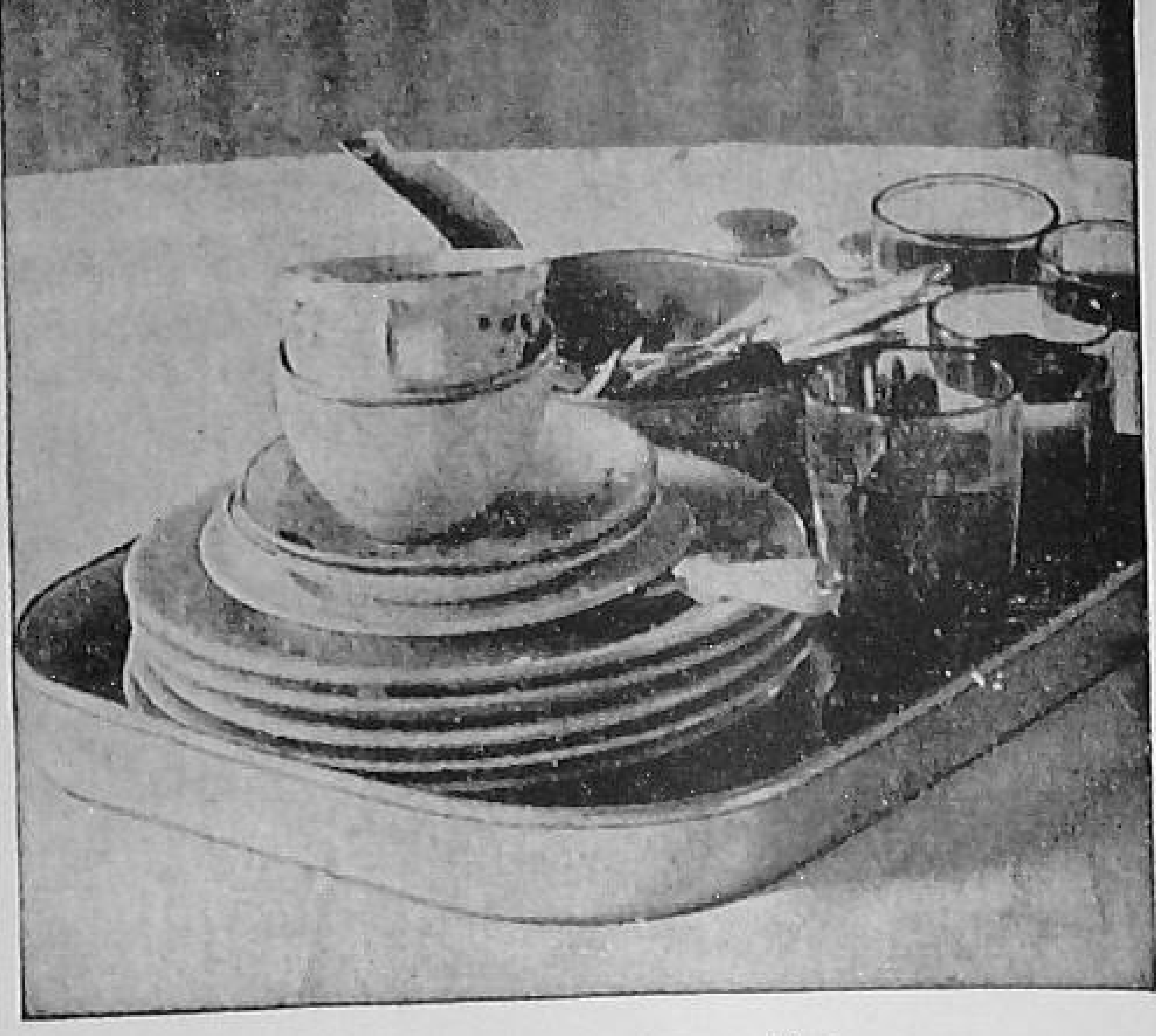
Orderliness, cleanliness, and economy in use of time and materials are good habits and are an essential part of work in a kitchen. "Let your head save your heels," is good advice to follow because many steps must be taken in the kitchen, and useless steps should be avoided. A kitchen is a good place to practice thinking about what you are doing with a view to safety, time-saving, and good results.

When a worker has good habits the kitchen is an orderly place even though work may be in full swing. No more utensils are in use than are really needed. After they are used soiled utensils are stacked where they will not be in the way while they await washing. But this is not the whole story, for a person who has established good habits of working in a kitchen accomplishes the work in less time than does the careless worker.

When the worker has poor kitchen habits everything seems to get dirty, not only the utensils, but the floor, the stove, and the tables. One wonders how a person with careless kitchen habits ever gets her work done. The best way to establish good habits which will make working in a kitchen enjoyable is to begin right. And

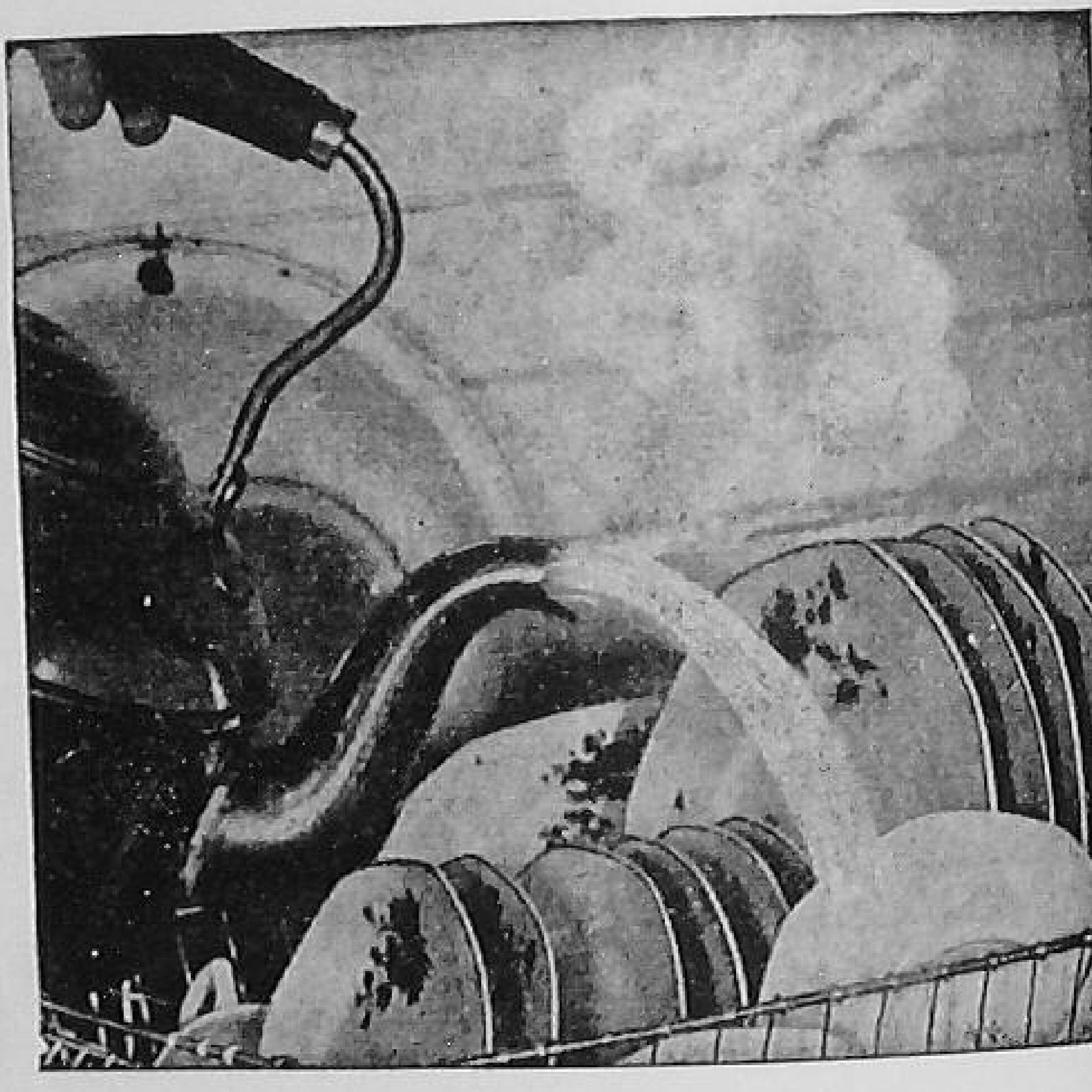


STEP 1. *Scraping dishes*



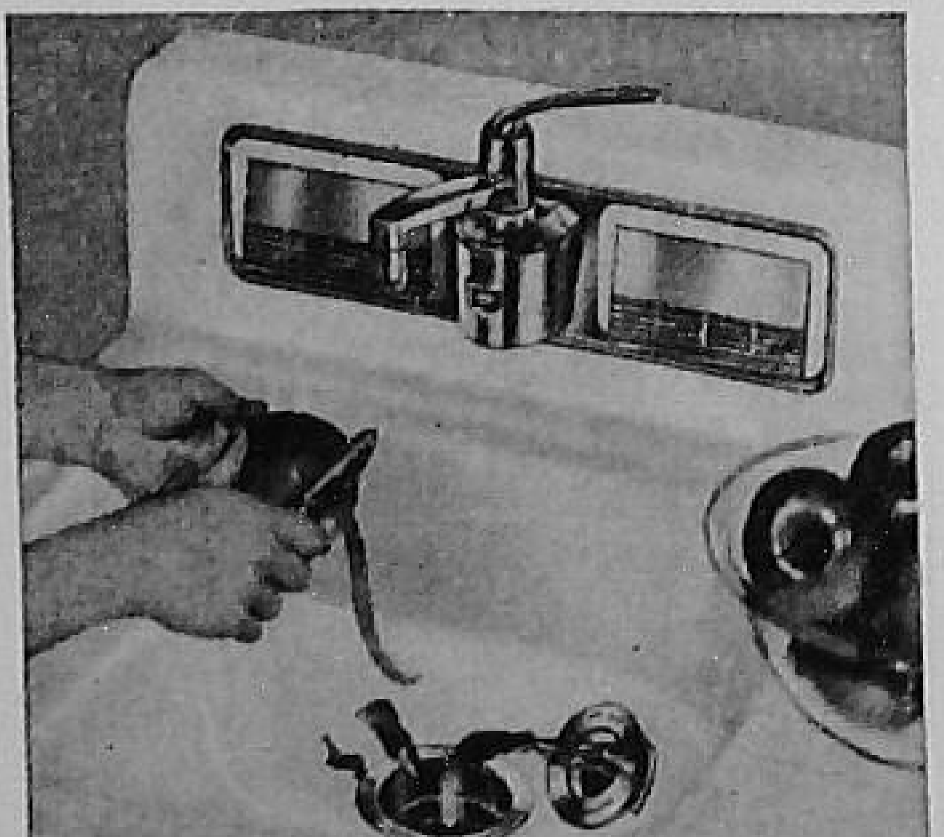
STEP 2. *Stacking dishes*

STEP 3. *Washing and placing in drainer*



STEP 4. *Scalding, to make wiping easier*

FIG. 151. FOUR STEPS IN DISHWASHING



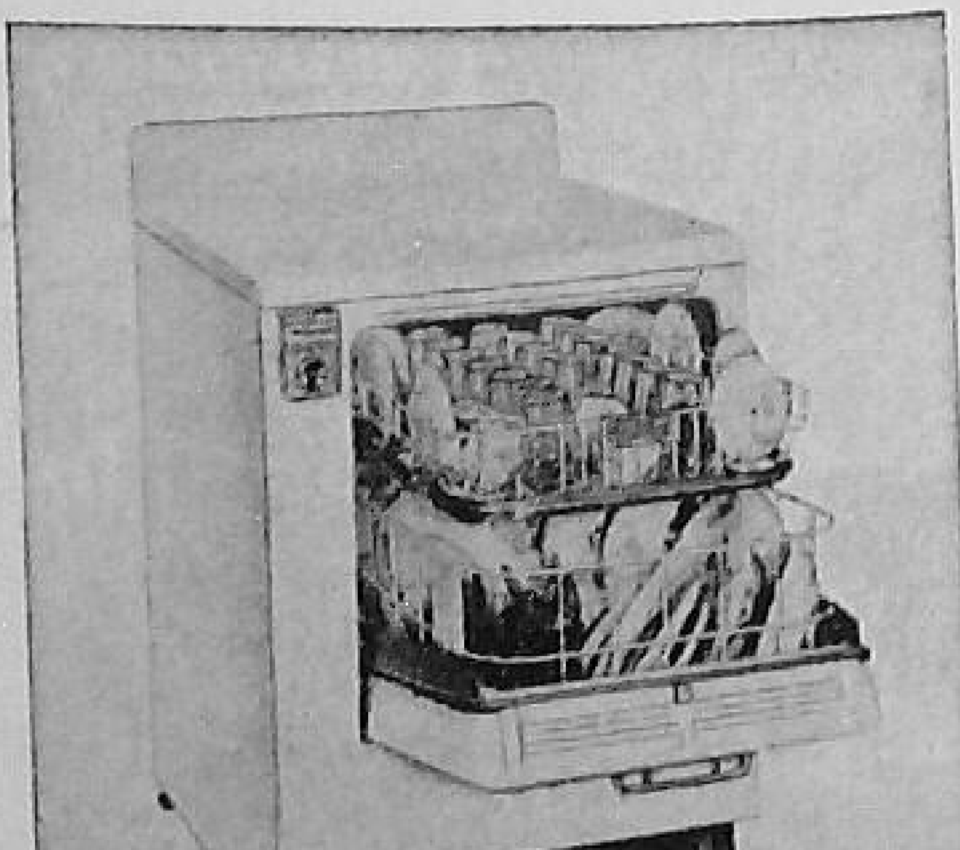


FIG. 152. A DISPOSAL SINK (LEFT) AND A DISHWASHER

last, but not least, be especially careful to avoid accidents through carelessness. The large number of accidents in kitchens is a grave warning that it is disastrous to yourself and to others to be careless in the kitchen.

Keeping clean in the kitchen. Cleanliness is a *must* where food is handled. In hotels, restaurants, and other public eating places the workers and the working space where food is prepared are under the inspection of both local and state health departments. In our own kitchens we must be equally particular in enforcing the rule of cleanliness.

Cleanliness means clean hands, clean towels, clean work clothes, and clean practices. In addition the worker must be in good health. When one is sick with a cold, she should not be preparing food for the family.

In addition to being clean one must be comfortable when at work in the kitchen. Comfortable shoes are perhaps of most importance. For cleanliness and comfort, cotton clothing is best for kitchen wear. Very attractive cotton garments can be made at home or bought ready-made. They are easily laundered and are also cool and economical.

Orderliness in the kitchen. A place for everything and everything in its place is a good kitchen rule to follow. If orderliness is to prevail, the following working habits should be formed:

1. Utensils should be conveniently placed.
2. There should be a place for dish towels and pot holders, and they should always be put in their place.
3. Spreading several thicknesses of paper on a table-top when vegetables are to be pared, or peas shelled, or flour sifted and mixed, is a good practice because when the work is finished the waste can be rolled up in the paper and disposed of easily.
4. Clean and stack dishes and utensils as you work.
5. Put all waste out of the way as fast as it accumulates. A garbage pail and a supply of waste paper make a good combination in a kitchen.
6. Work carefully — do not spill things. "Haste makes waste." When accidents do happen, as happen they will, such as spilling things on the floor, the work table, the stove, or in the refrigerator, clean it up immediately.

Dishwashing. Dishwashing demands both cleanliness and orderliness. Plenty of soap (or detergent) and hot water, always first aids to cleanliness, are necessary for dishwashing.

Scrape food off dishes, stack all dishes near the dishpan. Wash in the following order: (1) glassware; (2) silver; (3) china; (4) pots and pans.

When a large number of dishes are to be washed it is best to clean the pots and pans first and have the kitchen in order before the dishes are brought from the dining table. In this case start with fresh water when washing the dishes. (See Figure 151 for the steps in washing dishes.)

When dishes are dry, stack them near the dish drainer and put all dishes away immediately upon drying.

Towels. Linen towels, or cotton towels made of flour and sugar sacks if your supplies are delivered in cloth sacks, are best because they leave little or no lint on the dishes. For hand towels, linen, cotton, or paper may be used. Dish towels should not be used for hand towels, nor hand towels for dish towels.

CLASS DISCUSSION AND ACTIVITIES

1. Learn the order of arrangement of utensils that are for your use in the school kitchen.

2. Housecleaning is a good beginning in any kitchen. Why not begin in the school kitchen by thoroughly cleaning the unit where you are to work?

3. Test your knowledge of where things belong in your school kitchen by trying to put all the clean utensils back in their proper places.

4. Find out where the supplies you will need are kept and how they are to be cared for; for example, soap, dish towels, other cleaning supplies, food supplies, and those things that are for the use of the entire school kitchen, such as the broom, mop, dust pan, and perhaps large cooking utensils. Browse around and get acquainted with your school kitchen.

5. A kitchen is a good place to learn to co-operate with others. If you would be welcome as a cook in your home kitchen, you must always leave the kitchen in order. Do you know where things belong in your kitchen at home? It would be a good idea to check your knowledge by washing and putting away the dishes and kitchen utensils after a meal to see if you know where everything belongs. Why not offer your services and see how spic and span and orderly you can leave your home kitchen?

Food for Special Occasions

LEARNING TO COOK begins with planning. How would you plan the preparation of refreshments for any occasion? If you are a beginner in cookery, the following steps will help you: (1) decide on the refreshments and the number of persons to be served; (2) select the recipes, making all decisions where a choice is involved; (3) list supplies needed, checking the supplies on hand and planning to purchase others; (4) decide how the refreshments will be served; (5) determine what equipment will be needed; (6) make a plan of the work to be done, covering the items what, how, when.

PUTTING THE SIX STEPS INTO PRACTICE

Deciding on refreshments and the number to be served. It was Louise's turn to entertain her club, The Social Sallies. A club rule was that each girl should plan and prepare the refreshments herself. Since Louise was a beginner in cookery, as her first step she decided on simple refreshments: fruit drink and sandwiches. As the second part of the first step she noted that there would be six persons, including herself, to be served. Orangeade and cream cheese sandwiches seemed a good combination.

Selecting the recipes and making the decisions. As her second step she selected the recipes below. In choosing a recipe it is well to estimate how many it will serve.

Orangeade

3 c. cold water	¼ c. lemon juice
1½ c. orange juice	¾ c. sugar, or sweetened to taste

Maraschino cherries if desired

In sweetening drinks, sugar will dissolve better if made into a sirup. Boil the sugar called for in the recipe with ⅓ of the water called for. Cool sirup and add rest of water and fruit juice. A red cherry in each glass or frozen in each ice cube adds a festive touch. Serve with straws in tall glasses.

Frozen orangeade. Frozen orangeade, lemonade, limeade, and other fruit flavors are available in convenient containers. They

FIG. 153. A REFRESHING BEVERAGE

save time and may cost less than fresh fruit drinks, depending on fresh fruit prices in your market. Investigate prices and compare costs of serving fresh and frozen orangeade.

Cream Cheese Sandwiches

Bread (a day old is recommended. Why?)
Filling: 1 package Philadelphia cream cheese (½ c.)
¼ c. chopped olives
2 T. milk
Season to taste (salt, pepper, and paprika)

Mix cheese with milk to make a smooth paste. Add the chopped olives. Taste and add salt and other seasonings if needed. Slice bread thinly with a sharp knife. Sandwich bread may be bought already sliced. Sandwiches are daintier if the bread is thin and the crust is removed.

As a second part of her second step, Louise made the following decisions. She decided to garnish the orangeade with a cherry frozen in each ice cube. She chose dark bread for the sandwiches for two reasons, first because the nutty flavor of this bread is good with cream cheese; secondly, because the food value of the bread gives an increase in vitamins and minerals, and thirdly, because

the color contrast between the creamy white cheese and the dark bread is attractive.

Listing supplies and purchasing them. As her third step, Louise determined what supplies would be needed. Since the group expected was six, supplies were easily figured from the recipes which were made to serve that number. This is the list Louise made:

oranges 6
sugar $\frac{3}{4}$ c.
lemons 1 or 2
Philadelphia cream cheese, 1 package
cherries and olives, small bottle each
brown bread, 1 loaf
milk 2 T.
salt
paper doilies and paper tea napkins, 6

After she had looked over the supplies on hand she crossed off sugar, lemons, milk, and salt before starting out to make her purchases since she had those supplies on hand.

As a second part of her third step, Louise made her purchases in person. She found that oranges vary in price according to size. Small, smooth, thin-skinned oranges are the best buy for orange juice. Usually half a dozen such oranges will be ample for serving six persons. Louise, however, purchased eight to be sure that she would have enough juice. She knew that any additional oranges could always be used at her home.

In buying bread for sandwiches, Louise asked for day-old bread because it can be sliced thin more easily and is not so likely to tear when it is spread with butter or sandwich filling. An experienced shopper knows that bakeries pick up the day-old bread and that therefore often only fresh bread is available in stores after a certain time each day. Louise, therefore, did her marketing the day before her party, so that she would have satisfactory bread for sandwich making. If she had been using homemade bread she would have made the bread two or three days before she needed it for sandwiches.

Cream cheese is sold in several forms. Philadelphia cream cheese, which may be bought in small packages, is desirable for sandwiches because its flavor is good and it has a smooth, soft texture which makes it easy to spread. Homemade cottage cheese could have been used instead of the Philadelphia cream cheese.

Louise found olives available in bulk or in bottles. Those in bulk were cheaper, but for a small number there was very little difference in price.

Bright red preserved cherries, called maraschino cherries, were available in very small bottles. Although food bought in small quantities usually is more expensive than that bought in large quantities, small bottles of cherries and olives are a better buy because such supplies may not be needed again for a long time.

Deciding how the refreshments will be served. Having made her purchases the next step for Louise was to determine how the refreshments should be served. She decided to serve the orangeade in tall glasses on small plates with a paper doily which would add the colors of The Social Sallies as a decoration. The sandwiches would be passed on a large plate and small paper tea napkins would be used. Louise might have used linen napkins instead, but to save laundering, she chose paper napkins.

Determining what equipment will be needed. Louise found the following list helped her to assemble the necessary equipment in preparing the refreshments.

For beverage:
- Sharp knife
- Orange juicer
- Strainer
- Utensil pan for spoons, knives, fork
- Measuring cup
- Container for fruit juice
- Tablespoon

For sandwiches:
- Fork
- Knife (table)
- Sharp knife
- Bowl for olives
- Bowl for cheese
- Tablespoon

For serving
- 6 tall glasses
- 6 small plates
- 6 paper tea napkins
- 6 paper doilies
- 1 large plate for sandwiches
- 1 pitcher for orangeade

Planning the work schedule. Louise's guests were expected to arrive on Saturday afternoon at three o'clock. Since it was her first experience in entertaining the Sallies, Louise was anxious to make a good impression. She, therefore, made a plan to follow, so that she would not forget any important item. She divided her schedule into two parts and she checked each item off as soon as it was finished. She found the following four things could be done ahead of time:

1. Purchase supplies. This she did the day before the party.
2. Ice cubes with the cherries in them to be made long enough ahead, so that they will be frozen hard. They could be made early in the morning or even the night before.
3. Make the filling for the sandwiches. This she planned to do in the morning.
4. Get the serving dishes, doilies, and napkins ready.

Just after the Saturday luncheon dishes were put away, Louise began assembling her articles.

She found that the following five things would have to be done later including time for her to dress for the party:

1. Make the sandwiches and wrap them in oiled paper or a damp clean dish towel, so that they will not become dry before serving. Put in a cold place.
2. Prepare orangeade and place it in the refrigerator.
3. Clean up the kitchen. Wash and put away everything that has been used.
4. Check to see that the house is in readiness for guests.
5. Dress and be ready for guests well before the time set for their arrival.

You will not be surprised that with such careful preparation, Louise's party for The Social Sallies was voted a great success. Best of all, Louise says she was able to enjoy it with her guests because she was not worried or hurried and knew that everything was in readiness to make her guests comfortable.

Making Measurements in Cooking

The recipe states the amount of each ingredient to be used. Recipes are the result of experience and should be followed exactly.

For good results, make it a rule to be accurate in measuring.

All measures are level. Use a knife or spatula for leveling flour, sugar, salt, etc.

Liquids are correctly measured when the measure is level full. Do not fill to overflowing.

Flour is sifted before measuring. Pile lightly in the cup or spoon. Do not pack. Level with knife or spatula.

To measure a half spoon, fill the spoon, level off, and with a knife or spatula remove half the contents on a line running lengthwise of the spoon. To measure one-fourth spoon first measure one-half spoon, then divide the half spoon crosswise.

A cupful means a standard measuring cup. Measuring cups are

marked for thirds and fourths. A glass cup with a lip for pouring is convenient for measuring liquids. Convenient measures for fractions of cups are also available.

Measuring spoons are a convenience, especially for fractions of spoons, but are not necessary.

EQUIVALENT MEASURES	ABBREVIATIONS
3 t. = 1 T.	c. = cup
4 T. = 1/4 c.	T. or Tb. = Tablespoon
16 T. = 1 c.	t. or tsp. = teaspoon
2 c. = 1 pt.	pt. = pint
4 c. = 1 qt.	qt. = quart

Nutrition Facts

What are the principal food values in oranges, bread, and cheese? In terms of the three functions of foods — growth, protection, energy, what do these foods contribute? Why do the health rules include fruit, whole-grain cereals, and milk or milk products as a *must* for every day's food?

Fig. 154. MEASURING IS IMPORTANT

Above: Accurate level measurements. Below: Careless heaping measurements

Food value of oranges. Oranges are a citrus fruit. Other citrus fruits are grapefruit, lemons, tangerines, kumquats. Citrus fruits are especially important because they furnish Vitamin C, one of the protective substances necessary for developing a strong body. Citrus fruits and tomatoes are rich in Vitamin C which accounts for the health rule: *Eat a citrus fruit or tomatoes every day.*

Oranges are an important source of other vitamins and of minerals, most important of which is calcium. Calcium is necessary for bones and teeth and has numerous other important uses in the body.

Since oranges and other fresh fruits are also important as appetizers, beginning breakfast with fresh fruit is a good custom.

Food Value of Cheese. Cheese is valuable for protein, fat, minerals, and vitamins. It contains the same protein as milk and is valuable building material for growth and repair of body tissues. Cream cheese is a good energy food because it is rich in fat.

Food Value of Bread. Whole-wheat bread is a major source of Vitamin B_1 and of certain minerals. Whole-grain cereal products are more nutritious than the highly refined cereal products such as white flour. Vitamin B_1 is an important protective substance that is lacking in the diet all too often. Bread is also valuable as a fuel food.

Other Recipes Suitable for Light Refreshments

There are many other combinations of fruit beverages and sandwiches suitable for light refreshments which the beginner in cookery can easily prepare. Perhaps you will like to select one of the following recipes for some occasion in which it is your turn to entertain.

OTHER FRUIT BEVERAGES

Lemonade

3⅓ c. cold water — ⅔ c. lemon juice
⅔ to 1 c. sugar

Make a sirup of the sugar called for and ⅓ of the water. Cool and add remaining water and fruit juice. Serve with generous quantities of crushed ice. Frozen lemonade may be used.

Mint Punch

1 c. sugar — 1 c. crushed mint leaves
2 c. water — Juice of 6 lemons
Ginger ale or other carbonated beverage

FIG. 155. MAKING SANDWICHES

Make a sirup of the sugar and water. Add crushed mint leaves to the hot sugar sirup and let stand until cool. Strain. Add the juice of six lemons.

Use ⅓ glass of this mint sirup, add crushed ice and fill the glass with ginger ale. Stir well and serve immediately. Carbonated or plain water may be used instead of ginger ale. A sprig of fresh mint in each glass is attractive.

For hot fruit drinks, especially good in cold weather, see recipes for *Spiced Cider* and *Spiced Grape Juice* on page 358.

OTHER SANDWICHES

Sandwiches are almost endless in variety. They may be grouped according to (1) the bread used; (2) the filling; and (3) the method of making.

The breads most commonly used for sandwiches are:

- White bread (Enriched bread is recommended because it has more food value.)
- Whole-wheat bread — the most nutritious of all.
- Nut bread
- Boston brown bread
- Rye bread
- Rolls or buns

For sandwiches all bread should be a day old and thinly sliced.

Sandwich Fillings

FIG. 156. TEA FOR A FEW OF MOTHER'S FRIENDS

Cold sliced ham, Swiss cheese, sliced very thin, and crisp lettuce.

Chop hard-cooked eggs, and mix with minced crisp fried bacon and enough salad dressing to moisten.

Soften sharp-flavored club cheese by letting it stand in a warm room, add a few T. of tomato catsup, salt, onion juice to taste, and chopped English walnuts.

Thinly sliced cucumbers or tomatoes spread with mayonnaise dressing.

Grate cheddar cheese and mix with chopped celery, onion, or pickle, and enough mayonnaise to give the right consistency for spreading.

Cream butter and combine with strained honey and chopped blanched almonds, or with soft maple sugar and chopped walnuts.

Mix chopped celery with peanut butter, moisten with salad dressing, and add salt and pepper to season.

Grind shelled roasted peanuts medium fine, mix with enough cream to moisten, and add salt to season. This is a good filling for whole-wheat bread.

Grind cooked chicken, mix with chopped sweet pickle, chopped celery, and enough salad dressing to moisten. Season to taste.

Keeping sandwiches fresh. Freshly made sandwiches are best, but they may be made a while before being used. To keep them fresh, wrap in wax paper or in a moist towel and keep in a cool place.

CLASS ACTIVITIES AND DISCUSSIONS

1. In learning new processes and new information one usually adds new words to his vocabulary. What words new to you have occurred in this chapter? Consult a dictionary for their meaning. Also ask your teacher to explain if the meaning is not clear to you.

2. Discuss two or more ways in which these refreshments could be served.

3. If you were hostess, would you plan to refill the glasses with orangeade and to pass sandwiches a second time?

4. Discuss the responsibilities of both the hostess and the guests on this occasion.

5. Discuss what would be good form in the following situations:

   a. Louise's mother comes into the room.
   b. Louise's mother is not acquainted with some of the girls.
   c. Mary is not acquainted with Jane, a visitor.
   d. Louise is called on the telephone while her guests are there.
   e. One guest has the misfortune to spill some of her orangeade.
   f. The time has come to leave.

6. Plan refreshments for similar occasions at different seasons of the year.

7. If you have had the experience of preparing and serving these or similar refreshments, how would you now evaluate your experience? What changes would you make the next time?

8. Assume that a group of three are to entertain jointly. Plan refreshments for a party of fourteen. Select recipes, make out market orders, and plan utensils and a working schedule for the project.

9. For what types of fruit drinks does your market offer materials in fresh, frozen, and bottled or canned form? Compare in cost, taste, and convenience.

Food and a Very Special Occasion —Halloween

CERTAIN FOODS ARE THE ORDER of the day for certain occasions. For Christmas we think of turkey, cranberries, and fruit cake or plum pudding. For Thanksgiving pumpkin or mince pie is traditional. Birthdays are somehow associated with ice cream and a cake with candles. Teas call for dressed-up sandwiches and fancy cakes, or cookies, mints, and nuts. Picnics are associated with such food as hamburgers and sandwiches.

Before you plan the food for any special occasion, it is necessary to take into consideration all that goes with the occasion. Halloween comes at harvest time and everything that has to do with Halloween, such as the decorations and the food, usually suggest harvest time. Halloween calls for witches and black cats, ghosts and goblins, but it also calls for apples, spicy gingerbread, spiced sweet cider, doughnuts, nuts, popcorn balls, or pumpkin pie. These foods seem to fit the occasion and have been the custom for so long that no one would think of any other type of refreshments for a Halloween party.

In some places people celebrate Halloween by dressing up in odd costumes and going downtown to make merry with everybody else, giving the streets a sort of Mardi Gras appearance. You should not miss this fun if you live in a community where this is the custom, but it is not the custom everywhere. It would not be any fun to dress up as a spook and go to town unless everybody else was dressing up and going to town too.

Some young people, probably because they do not plan to have something better to do, and have not made proper social adjustments, begin by playing a few harmless pranks, but are soon carried away by the excitement to such an extent that destruction of property frequently occurs. These thoughtless people are not only a source of annoyance to automobile owners, city officials, and police departments, but are an actual public menace because of the senseless destruction they indulge in under the pretense of having

Halloween fun. A school or community party will remedy this evil and is a much better way to celebrate Halloween.

Planning a School Halloween Party

Everybody can have a part in planning a school Halloween party. Invitations call for ingenuity. Perhaps the Art Department may supply this, but in one school it is traditional for the Agriculture Department to send out the invitations and act as hosts for a "barnwarming" which is an annual Halloween event. These invitations are usually written in rhyme and are sometimes sent inserted in holes bored in corn cobs. Everybody welcomes these original invitations and enjoys the barnwarming.

Of course you will want a fortune teller at a Halloween party. Perhaps there is someone in your school or community who can tell amusing fortunes. Another plan is to have each guest write a fortune and present it as an admittance to supper. These fortunes may be put in a "grab bag" from which each guest draws one and reads it aloud to the group after supper causing much merriment. Here is a sample of one written in rhyme:

> "You will sell butter, eggs, turkeys, and chickens,
> And live on a farm and work like the dickens."

Everybody would be interested in the history of Halloween. It dates back far enough to merit the attention of the History Department. The English Department would no doubt enjoy going on a quest for ghost stories. When these ghost stories are told, put out the lights, sit on the floor in a circle, burn some alcohol in a saucer or shallow pan, and as it burns sprinkle salt into the flame. This will cast a "ghostly" light and add just the proper atmosphere for ghost stories. The Chemistry Department could certainly supply and manage the alcohol.

Games are the order of the day and the Physical Education Department will have many suggestions. You can think of your own fun. One group enjoyed a "looking backwards" party. Guests came in at the back door. A supper was served with the courses in reverse order from nuts to soup instead of from soup to nuts. After supper the guests went into the living room where all the furniture was turned to the wall and even the hosts and hostesses in the receiving line had their clothes on backwards. When the party was over, instead of bidding the guests good-night the hosts and

hostesses greeted them as if the party were just beginning, thus completing the evening with everything backwards, except the fun.

Everybody can help with the decorations. Cornstalks, ears of corn, apples, pumpkins, perhaps as Jack o'lanterns, and other products of the harvest are needed for real atmosphere. Some can make the needed cutouts of witches, black cats, and hobgoblins. The Home Economics Department will, of course, take charge of the refreshments.

Food for a Halloween Party

For refreshments that have the atmosphere of the occasion apples, gingerbread, and popcorn balls almost suggest themselves.

Baked Apples

There are two ways to prepare baked apples. One method produces a soft apple cooked with the skin on (Method I). The other method produces a semi-transparent almost candied apple (Method II). See Figure 158. Both are good.

Method I

6 tart apples	6 T. water
6 T. sugar	A little butter

Wash the apples and core them without cutting through the blossom end.

Place the unpeeled apples in a baking dish; fill the holes with sugar and a bit of butter.

Add water to keep the apples from sticking, and cover the dish.

Bake in a moderate oven (350° F.) until the apples are soft.

Serve hot or cold.

Fig. 157. BAKED APPLES IN THE MAKING

Method II

Wash the apples and core them as in Method I. Peel the upper half of the apple. The skin is left on the lower half to hold the apple together.

Place apples in a shallow, uncovered baking dish. Fill the

FIG. 158. BAKED APPLE
An attractive simple dessert

holes with sugar and add a little butter. Add just enough water to keep the apples from sticking to the pan.

Bake in a moderate oven (350° F.) until the apples are soft. Baste occasionally with the sirup in the baking dish.

If desired, baked apples may be spiced by adding a little cinnamon or nutmeg to the sugar. Sometimes raisins or nuts are added with the sugar that is put in the hole in the apple. These make a richer but also a more expensive dish.

Baked apples find a welcome place in the home menu either as a breakfast fruit or as a dessert, and of course no one would think of a Halloween party without apples in some form. Which of the recipes above would you prefer for baked apples for breakfast? For a simple dessert in a home menu? For a Halloween party?

Serving Baked Apples. Baked apples may be served hot or cold, with or without cream. Whipped cream is preferred by some. A little jelly is sometimes used as a garnish.

Sauce dishes are convenient for serving baked apples. The sauce dish may be of glass or of china, and should be placed on a plate. When glass dishes are used, a lace paper doily between the plate and the sauce dish dresses it up a little, or may be used to add color to fit a color scheme. A teaspoon should be used for eating baked apples.

Selecting apples. There are many varieties of apples, but they may be divided into two main classes: eating apples and cooking apples. Good eating apples are juicy and sweet. The best cooking apples are firm and tart.

Apples, like any other fruit, are best when in season. Late summer and fall is the time when apples are most plentiful and are, therefore, of the best quality and the lowest price.

Washing apples. The reason for washing apples, and all other fruits and vegetables, before cooking or eating them is that the farmer has usually sprayed them with arsenic or some other poisonous material in order to destroy insects. A small amount of this

spray may be left on the fruit, and this is spoken of as a spray residue. On apples this spray residue is likely to collect in the stem end of the apple, so that even after you have washed an apple for eating it is wise not to eat this portion. When apples are to be cooked this portion around the stem end should be cut out and discarded because it is almost impossible to wash out all of the spray residue.

Discoloring of peeled apples. When using fresh apples for salad it is best not to prepare the fruit until just before serving. The change in color in cut fruit indicates that the fruit is changing chemically. One of these changes that takes place when fresh fruit is cut or prepared too long before it is to be served is a reduction in the all-important Vitamin C. It is because we need Vitamin C that the health rules call for fresh, raw foods every day. Take care that this valuable food is not lost.

A little lemon juice will help prevent the discoloration of apples and other fresh fruits when cut, but this does not save the Vitamin C from loss by exposure to air.

Food value. You may have heard the old saying, "an apple a day keeps the doctor away." This, of course, is not literally true, but there is a relationship between fresh fruits and vegetables and good health. These foods are called protective foods because they help to keep us well. Fresh fruits and vegetables are especially valuable for their vitamins and minerals, the protective substances needed by the body. For good nutrition one should eat fruit twice a day. Apples are an economical way of including fruit in the diet, especially in the fall and winter months.

Other Ways of Preparing Apples. You may wish to serve apples in other ways. Here are a few recipes:

Scalloped Apples

Pare, core, and slice tart apples of a kind that will hold their shape when cooked. Place a layer of the sliced apples in a baking dish, sprinkle with sugar, and dot with butter or other fat. Put in another layer of apples and press down, add more seasoning, and keep on until the dish is heaping full.

Cover the dish and cook the apples slowly for from 1 to 1½ hours in a moderate oven. As the apples cook down during the first half hour, a few more may be added.

Fifteen minutes before the apples are to be served, remove the

cover, and spread buttered bread crumbs over the top. Return to the oven and let the crumbs become golden brown and crisp.

Scalloped apples are good served hot with the main course of dinner or supper.

Brown Betty

2 qt. diced tart apples
1 qt. bread crumbs (oven toasted until crisp and light brown)
1¼ c. sugar or sorghum
1 t. cinnamon
¼ t. salt
¼ c. melted butter

Grease a baking dish and place in it a layer of toasted bread crumbs, then a layer of apples, and some of the sugar, cinnamon, and salt, which have been mixed together.

Repeat until all the ingredients are used, saving sufficient crumbs for the top.

Pour the melted fat over the top layer of crumbs, cover, and bake for 30 to 45 minutes, or until the apples are soft. When nearly baked remove the cover and allow the top to brown.

Serve hot, with plain or whipped cream, or hard sauce.

Apple Sauce

6 apples
¼ c. water
6 T. sugar (approximate)
1 T. lemon juice (if desired)

Wash, pare, quarter, and core the apples; or if the sauce is to be put through a colander, leave the skins on. Cook the apples until soft in a covered pan, using just enough water to keep them from scorching. If the skins have been left on, put the sauce through a colander. Sweeten the sauce to taste, and add a few grains of salt.

Making Gingerbread

There is a real thrill in mixing together some flour, eggs, butter, baking powder, liquid, and flavoring, and after baking the mixture for the required time at the proper temperature producing a delectable article of food that smells and looks good enough to eat. Can you remember the spicy, tempting fragrance of gingerbread just out of the oven?

It may be entirely out of the usual order of lessons in textbooks to begin cooking with gingerbread, but it is in keeping with the real order of things that go on in home kitchens; for beginners in cookery are always eager to try something that is baked in an oven.

Of course good gingerbread is not the only food you want to make, but in acquiring this accomplishment you get experience in the principles of baking. These general principles if followed carefully will guarantee not only good gingerbread but such other good things as muffins, biscuits, and cake:

1. *Plan your baking before you begin to cook.*

This means select a recipe, read, and understand it. Have all the ingredients and the utensils ready. Have the oven ready. Plan your time so that everything "clicks."

2. *Measure accurately.*

Good recipes are the result of careful laboratory tests and other experience. The amounts of the ingredients called for are definite. For good results use the exact amount of each ingredient called for in the recipe. Use standard measuring cups and spoons.

All measures are level. Flour is sifted once before measuring.

3. *Follow the directions in the mixing of ingredients.*

The way of combining ingredients, like the amounts of ingredients, is the result of experience. Therefore follow directions exactly for best results. If the recipe says "after sifting," cream, beat, or stir there is a reason for this direction. Follow directions.

4. *Utensils are important.*

Use the kind of pan called for in the directions, if specified. Follow directions for preparation of the pan, greasing, flouring, or not. In general, the pan is greased if the mixture contains fat.

5. *Bake by time and temperature.*

Do not guess. Bake by the time and temperature directions. For safety always test baked things before removing from the oven. This means you must know the tests for doneness.

6. *Test a cake mixture.*

While still in the oven, press the top lightly with the finger; if the surface springs back, leaving no imprint of the finger, the article is done.

The following table of oven temperatures is convenient for interpreting the usual terms "hot," "medium," and "slow" oven into specific temperatures.

OVEN TEMPERATURES

	Degrees Fahrenheit
Very hot	450° to 500°
Hot	400° to 450°
Moderately hot	375° to 400°
Moderate	325° to 375°
Very moderate	300° to 325°
Slow	250° to 300°
Very slow	225° to 250°

Managing the oven. If you would be a successful cook you must study stoves and know how to control the amount of heat. Some stoves have an automatic oven control, but the person who is doing the cooking must understand this instrument and must set it for the proper temperature for the cooking that is to be done. No matter what kind of oven or fuel is available, the cook must manage the oven. The cook must know when more heat is needed and how to get it and when less heat is needed and how to reduce the heat.

When you first cook on a stove it is wise for you to ask the help of someone who knows how to use that particular stove so that you can understand how the amount of heat is to be controlled in the oven you are to use.

Most modern stoves are easy for a beginner to use because the heat regulator makes it possible to maintain an even heat by simply setting the regulator at the desired temperature. With an oven regulator, and a time table for cooking various articles, one can take the guesswork out of cooking and be sure of the results. Examine your stove and if it has a heat regulator learn how to use it.

If a stove is not equipped with an oven regulator the next best thing is a portable oven thermometer. This will tell the temperature, but it will not control the temperature. The cook must control the temperature by using the thermometer as a guide to tell when to raise the heat and when to lower the heat. If you do not have the modern gadget of an oven regulator you do not need to be discouraged because people were famous for cooking long before oven regulators, or even thermometers were invented.

Gingerbread

1½ c. sifted flour
¼ t. salt
1 t. baking powder
¼ c. sugar
¼ t. soda
½ t. ginger
¼ t. cloves
¼ t. cinnamon
1 egg, beaten
½ c. milk
¼ c. fat, melted
½ c. molasses

Sift the dry ingredients together. Combine the beaten egg, milk, and melted fat, and add this mixture to the dry ingredients, stirring in the molasses last. Bake in shallow pans in a moderate oven (350° F.) for 30 to 40 minutes or in muffin pans in a hot oven (400° F.) for 20 to 25 minutes.

Sour milk with 1 teaspoon of soda and 1 teaspoon of baking powder may replace the sweet milk and the soda and baking powder called for in the recipe.

When is gingerbread done? The cook must always make a decision as to when the product is done. See rule 5 page 355 for making successful gingerbread.

To remove from the pan. Loosen the edges with a knife, turn the contents of the pan out on a cake cooler. If the gingerbread does not come out readily, allow it to cool by standing in the pan on the cake cooler for a few minutes.

If gingerbread is to be served hot, cut it in squares while in the pan and remove a corner piece with a spatula or knife. The other pieces can then be easily removed.

Serving gingerbread. Gingerbread is best when just out of the oven, but may be served hot or cold. Gingerbread must always be fresh, therefore plan to cook it the day it is to be served. For a party it is best to make it ahead of time and slice it in squares.

Hot, spicy gingerbread is a good dessert by itself, or it may be served with baked apples or apple sauce. Hot gingerbread is delicious served with whipped cream, hard sauce, or cream cheese.

When gingerbread is served cold as an accompaniment for baked apples it may be eaten with the fingers. When gingerbread is served hot as a dessert it is served on a plate and is eaten with the fork.

Gingerbread and milk are a good combination at any time.

Food value of gingerbread. The flour and sugar in gingerbread are carbohydrates and are chiefly fuel foods to make one go. If enriched flour is used, the food value is increased by certain vitamins and minerals. The fat also is a fuel food. Molasses is also an energy

FIG. 159. HALLOWEEN FAVORITE
Spicy gingerbread and milk

food, but it deserves special mention because it contains iron as well in important amounts. Iron is needed for red blood cells. The milk in gingerbread increases its food value, but with only a half cup of milk in the whole recipe there would not be much milk in one piece of gingerbread.

Gingerbread mix. This mix provides another way of making gingerbread. All the dry ingredients needed are in the package of mix. You need only add the liquid specified on the package and bake the mixture as for other gingerbread.

OTHER HALLOWEEN RECIPES

Popcorn Balls

1½ c. sugar or molasses	1 t. vanilla
1 c. water	2 qt. freshly popped corn
2 T. vinegar	2 c. nut kernels

½ t. salt

Boil the sugar or molasses, water, vinegar, and salt until the mixture hardens when dropped into cold water, or until a candy thermometer registers 250° F. Add the vanilla, pour while hot over the popcorn and nuts, and mix well. When cool enough to handle, grease the hands, and form the mixture into balls, or place in a deep layer in a greased pan, and cut in oblong pieces. When cold, wrap in waxed paper. If desired, two squares of unsweetened chocolate may be added to the sirup.

Hot Spiced Sweet Cider

4 c. cider	8 whole allspice
¼ c. sugar	⅛ t. of salt (just a pinch)
8 short pieces of stick cinnamon	12 whole cloves

Heat the mixture to the boiling point; cool, let stand several hours. Take out the spices. Heat again. Serve hot.

Hot Spiced Grape Juice

4 c. grape juice	12 whole cloves
½ c. sugar	8 short pieces of stick cinnamon
Pinch of salt	Juice of one or two lemons

Heat the mixture (except lemon juice) to the boiling point. Cool. Let stand several hours. Take out the spices. Heat again, add freshly squeezed lemon juice and serve hot.

Hot spiced fruit drinks are delicious with gingerbread.

ACTIVITIES AND DISCUSSION

1. Plan a Halloween party including invitations, refreshments, decorations, and entertainment.

2. Discuss the difference in your responsibilities when you are host at the party and when you are a guest.

3. Prepare various apple dishes both at home and at school.

4. Suppose you have invited a group of fifteen to a Halloween party. The refreshments are to be popcorn balls, gingerbread, and hot spiced cider. Plan the market order and the schedule of work for preparing these refreshments.

5. How will you entertain your guests at the party?

6. Now is a good time to discover some of the short cuts in cooking. One of these is the use of "mixes" in baking breads, cakes, cookies. Go to your grocery store or super market and see the variety of mixes on the shelves. From this collection select a gingerbread mix and try it out in your kitchen. Compare some gingerbread made from the recipe in this chapter, or some other cookbook, with the product made from the gingerbread mix on four points: (1) cost, (2) taste, (3) texture, and (4) time for making (convenience). Is there an occasion for using each?

Food to Take Away from Home

ONE OF THE FIRST responsibilities that you may want to undertake for preparing food all by yourself is a lunch for a picnic, or for your own lunch box to take to school, or for someone in your family to take to work.

THE LUNCH BOX GOES TO SCHOOL, TO WORK, AND TO PLAY

While some schools and industrial plants have cafeterias, many more have no facilities of this kind; therefore many pupils and workers whose midday meal is eaten away from home must take a lunch with them if they are to be well-nourished and healthy. The lunch that goes to school or to work every day is very important. It must be both nutritious and appetizing. In fact it should contain one third of the food needed for a day. The pattern for this workaday lunch is not different from a lunch for other occasions.

FIG. 160. A DAY'S BICYCLE TRIP CALLS FOR A HEARTY, WELL-PACKED LUNCH.

The techniques of planning, preparing, and packing a good lunch are the same whether the lunch is for a picnic, or is to be the main-stay in getting a lot of work done. If you can pack a good lunch you have acquired a useful skill.

Each type of lunch requires special skills. The foods you learn to prepare for picnics or lunch boxes are also welcome in home menus, and the skills you learn for these are useful at home in preparing the family meals. Cooking for picnics is a good way to learn to cook and it is fun.

Picnics and Camping Are Fun

People of all ages enjoy a picnic and the good fellowship that goes with a campfire. Jerry is a member of a scout troop. On Saturdays his troop go on a hike into the country and cook their lunch over a campfire. Sometimes they go camping for the week-end, and the boys do the cooking. Jessie Lou lives on the seacoast and her crowd's favorite pastime is cooking supper on the beach after a swim. Driftwood that washes ashore makes a beautiful fire. Families especially enjoy picnics, and frequently invite others to join with them. Some families have a lot of fun picnicking in their own yards. A fireplace can be easily built from stone or brick. The pattern is simple — just a square with one side open and an iron grill, perhaps a discarded oven rack, across the top. Examine outdoor stoves or fireplaces which are provided for picnickers in public campgrounds and see how easily they can be made. Even if you do not have a fireplace in your yard, it is lots of fun to cook in the kitchen and eat in the yard in the summertime.

The campfire picnic, when all or part of the food is cooked on the spot, is fun, and a campfire, especially when the air is chilly, is enjoyed by everyone and promotes good fellowship.

Best of all is the real camp where you plan to live for a while and prepare three meals a day. Perhaps you have had the good fortune to be a camper at a scout camp, a 4-H Club, or some other group camp. If you haven't done so and have that opportunity, do not miss it.

Planning the Lunch

Whether picnicking for one meal, or camping for some days, or making a lunch daily for school or work, there are some *musts* for the one who plans the food. What are they?

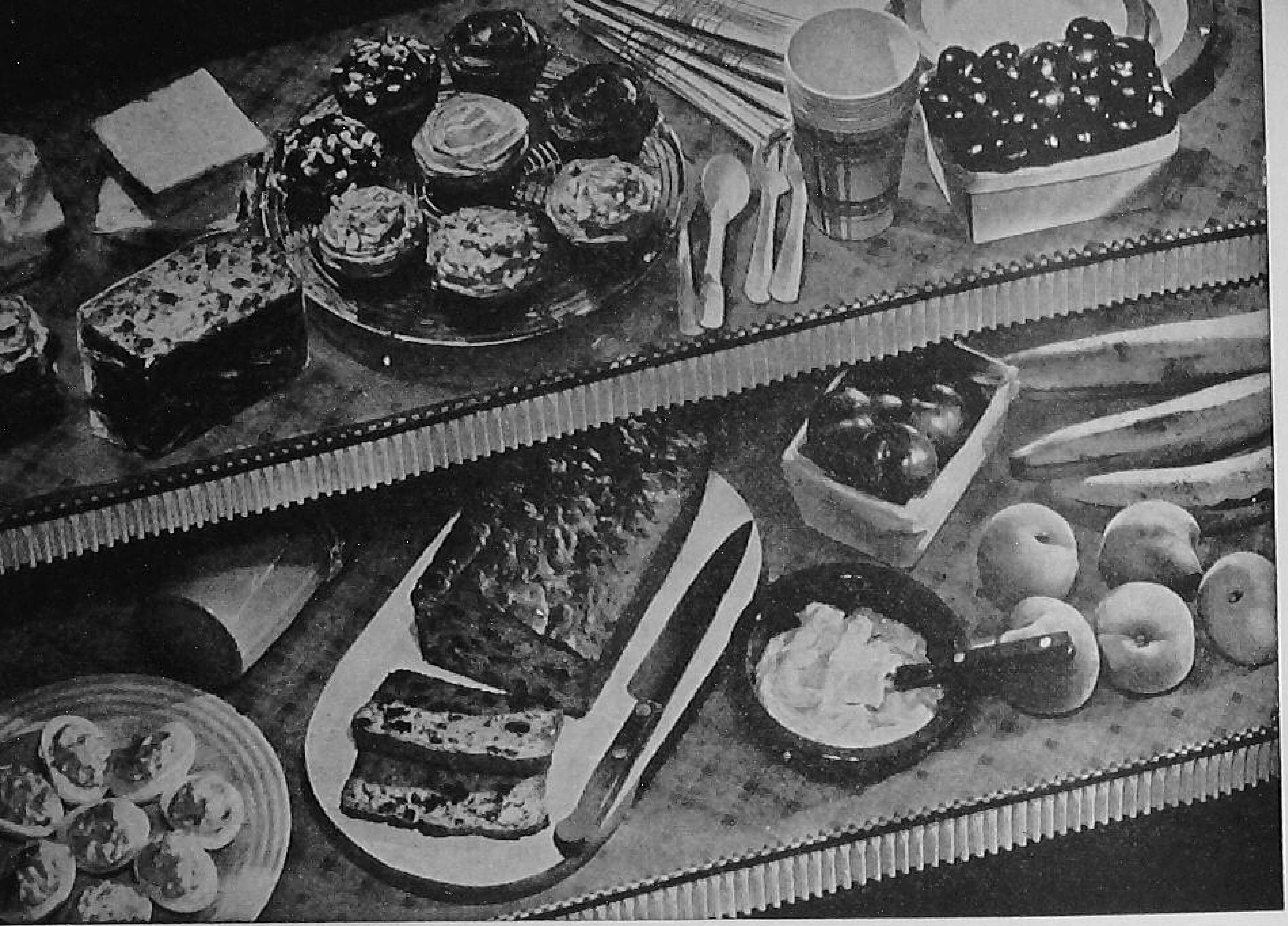


FIG. 161. HINTS FOR THE PICNIC LUNCH

1. The food must be good; that is, it must look good and must taste good.

2. Simple, well-liked foods are best. The lunch-box menu must be simple, including only a few foods at one time.

3. There must be plenty of food for the picnic or box lunch, because eating out-of-doors stimulates the appetite and hard work uses energy for which more food is necessary.

4. The food must be easy to cook, easy to serve, and easy to eat because unnecessary equipment or unnecessary work wastes the time of a busy worker or student and takes the joy out of a picnic for the one who must prepare it.

EQUIPMENT FOR PACKING A LUNCH

The food you can take for a lunch depends to some extent on what equipment you have. A basket or box is perhaps the most commonly used piece of lunch equipment. It is light and easy to carry, and a family picnic basket will hold a lot. There is an appeal about a well-filled picnic basket.

Glazed paper dishes which are grease resistant are now available in gay patterns, and also paper cups with handles for hot beverages.

Paper napkins, aluminum foil, and waxed paper should also be included in the list of equipment for packing lunches.

For family picnics a refrigerator basket deserves special mention. In summertime, when picnics are most enjoyed, foods spoil easily. A refrigerator basket makes possible a picnic menu including milk, butter, salads, salad dressing, tomatoes, meats, and lettuce all in good condition for the picnic dinner.

Thermos jugs are a great convenience for carrying hot or cold food in a lunch. They may be had in individual or family sizes.

Can ice cream go to the picnic? Of course it can go in an ice cream freezer, but dry ice and modern pasteboard containers make it possible to take ice cream to a picnic and keep it for several hours.

At school and at work ice cream is often available in bars, cups, or cones as a supplement to the lunch.

Foods for the Lunch Box or Picnic Basket

Some foods that are traditional for the picnic basket or lunch box are sandwiches, salads, deviled eggs, cake, cookies, milk, fruit drinks, tomatoes, fruit, and sometimes ice cream.

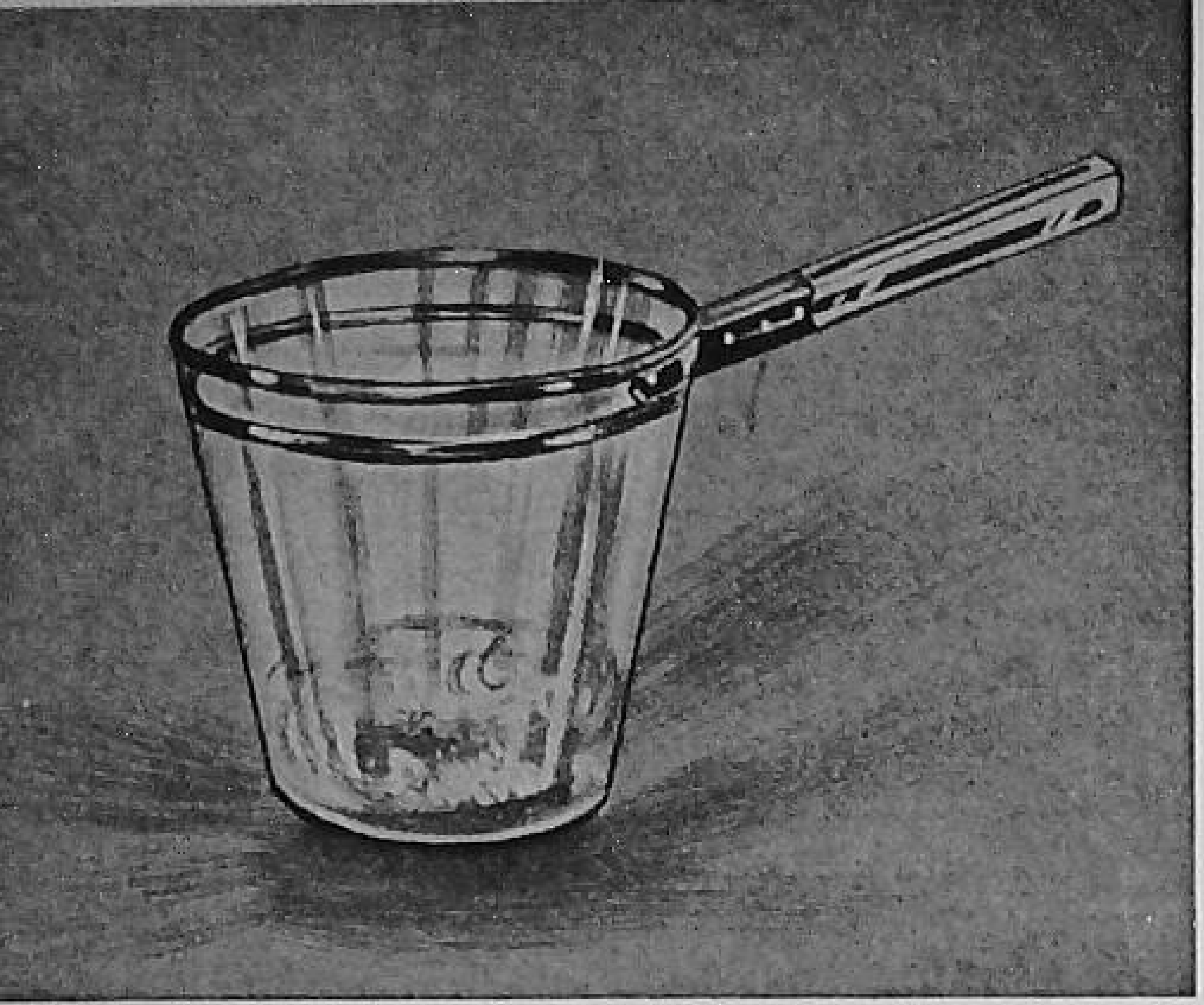
A *salad* of chicken, meat, fruit, vegetables, or deviled eggs may be the main item on the menu and, therefore, the starting point for planning the lunch. Meat such as chicken or sliced ham is another good main dish for the lunch basket.

Sandwiches for a lunch must be planned to accompany the salad or the meat. The kind of sandwich is determined by the salad. For example, with a meat salad, vegetable sandwiches, such as lettuce, tomato, or olive, are most acceptable. With potato salad, potted ham or bacon and pepper sandwiches are well liked. If the salad is deviled eggs, cheese and olive sandwiches are a good choice.

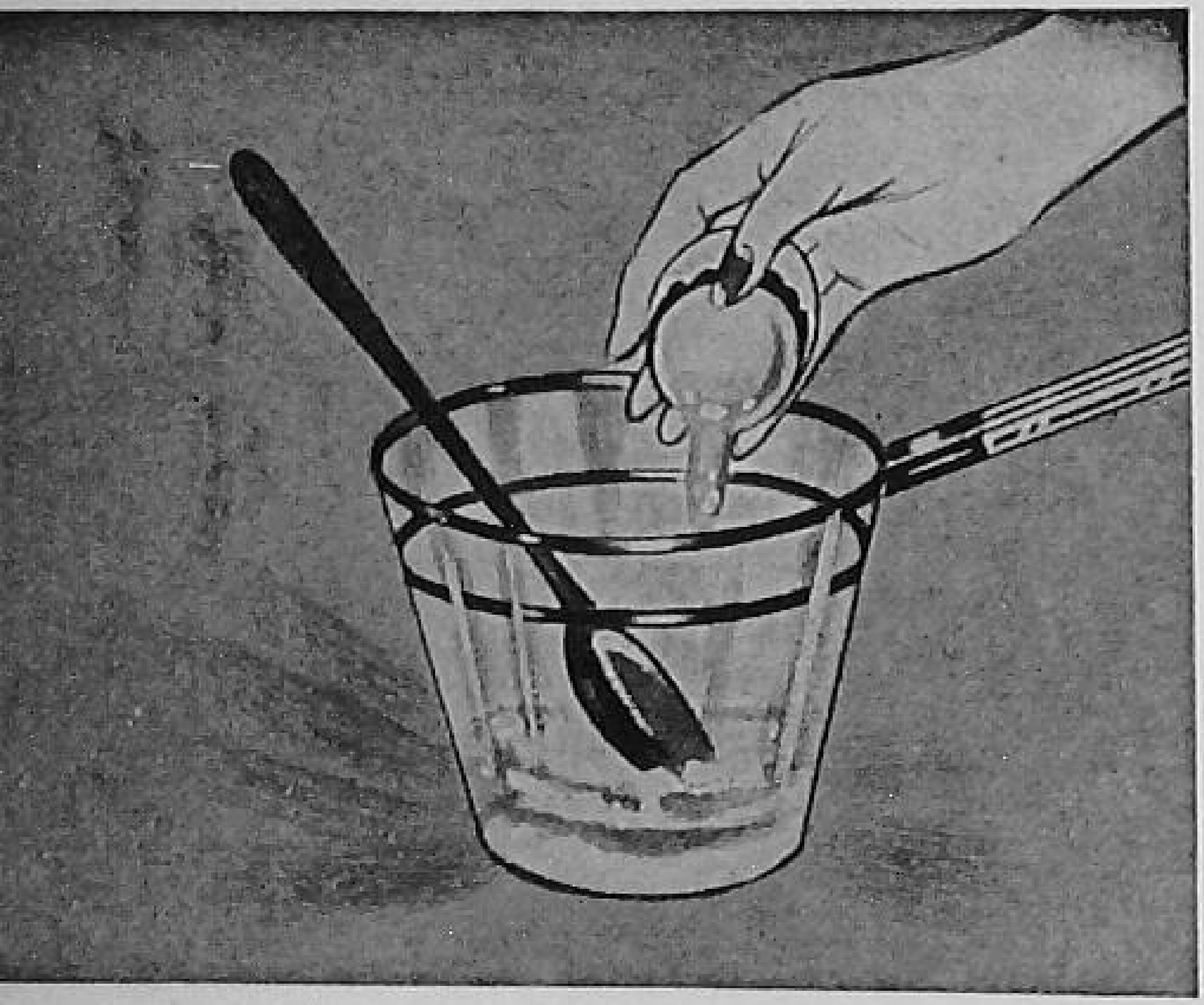
Some sandwiches can be made at home and taken successfully in a lunch box, but if the sandwich is made of ingredients that get soggy upon standing, it would be best to pack the ingredients in a jar and make the sandwiches at the picnic. People will enjoy making their own and how good they will taste!

Accessories such as potato chips, pickles, olives, radishes, celery, carrot strips, and nuts play an important part in adding zest to a lunch.

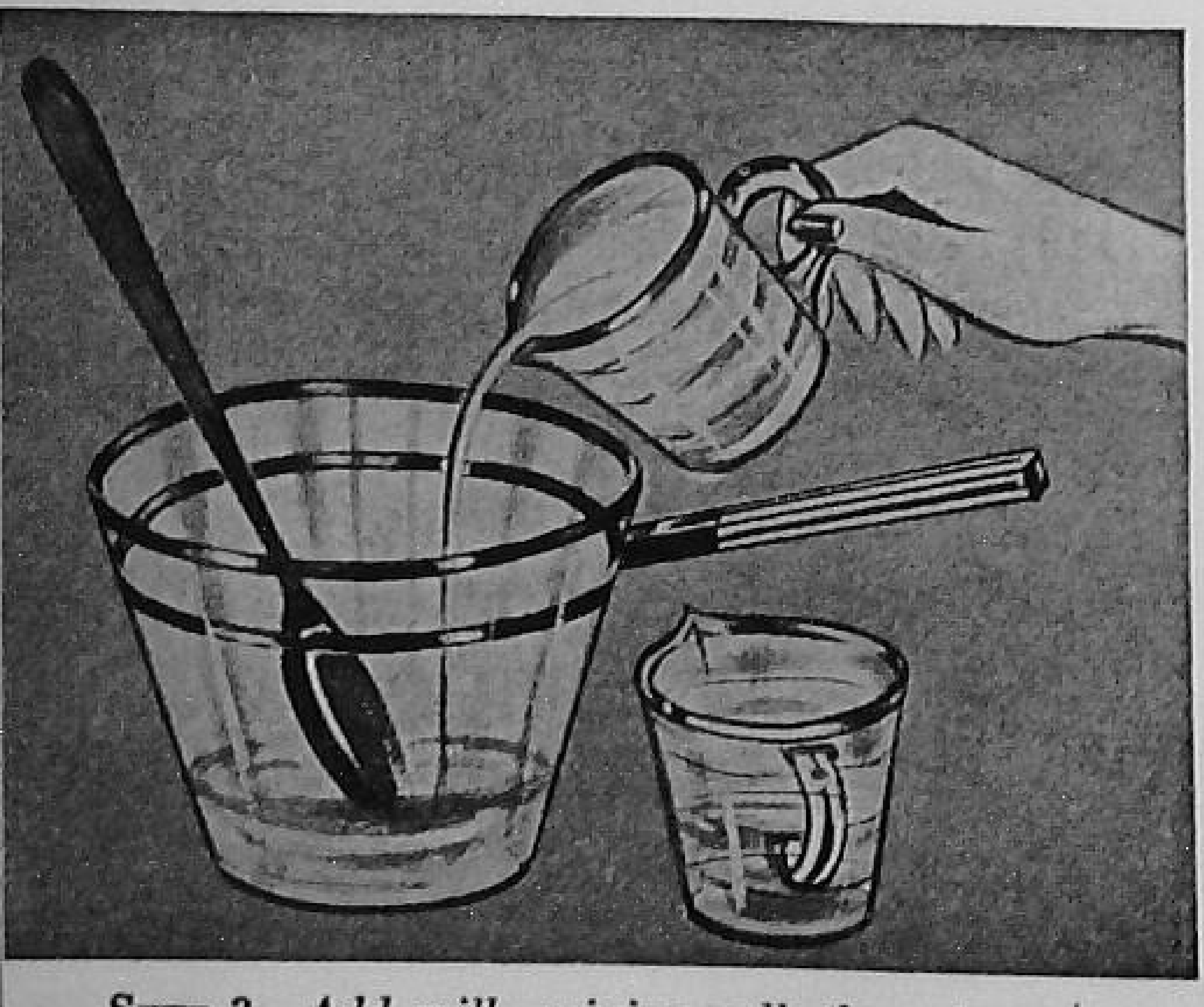
Sweets sound the final note for a basket lunch just as they do for other meals. Cakes and cookies are great favorites because they are easy to carry and easy to serve, and are liked by everybody.



STEP 1. *Blend sugar, salt, mustard, and flour.*



STEP 2. *Add egg, then beat until smooth.*



STEP 3. *Add milk, mixing well, then vinegar slowly, stirring continuously.*

FIG. 162 A. MAKING COOKED SALAD DRESSING

Molasses cookies are especially "tasty" for a lunch. Other acceptable sweets are dried fruits, candies, and of course ice cream.

Something to drink is of great importance on a picnic or at the lunch hour. Unless the water supply at the picnic spot is known to be safe, it is much wiser to take water from home.

A summer picnic would not be complete, however, without lemonade or some other fruit drink. Adults would probably appreciate coffee, especially if there is a campfire.

For the lunch at school or an industrial plant, milk, when available, is the best drink of all because it adds needed food value to this important meal, and is usually well liked.

WHAT CAN A BEGINNER COOK FOR A LUNCH BOX?

Many dishes for box lunches as well as the home menu begin with salad dressing. A cooked salad dressing is a good thing to have on hand in the refrigerator at all times. When you have learned to make a good cooked salad dressing the next step may be deviled eggs, sandwiches, or potato

salad, all of which will be welcome in the family menu or the lunch box. These dishes are all within the ability of a beginner at cookery.

Salad Dressing

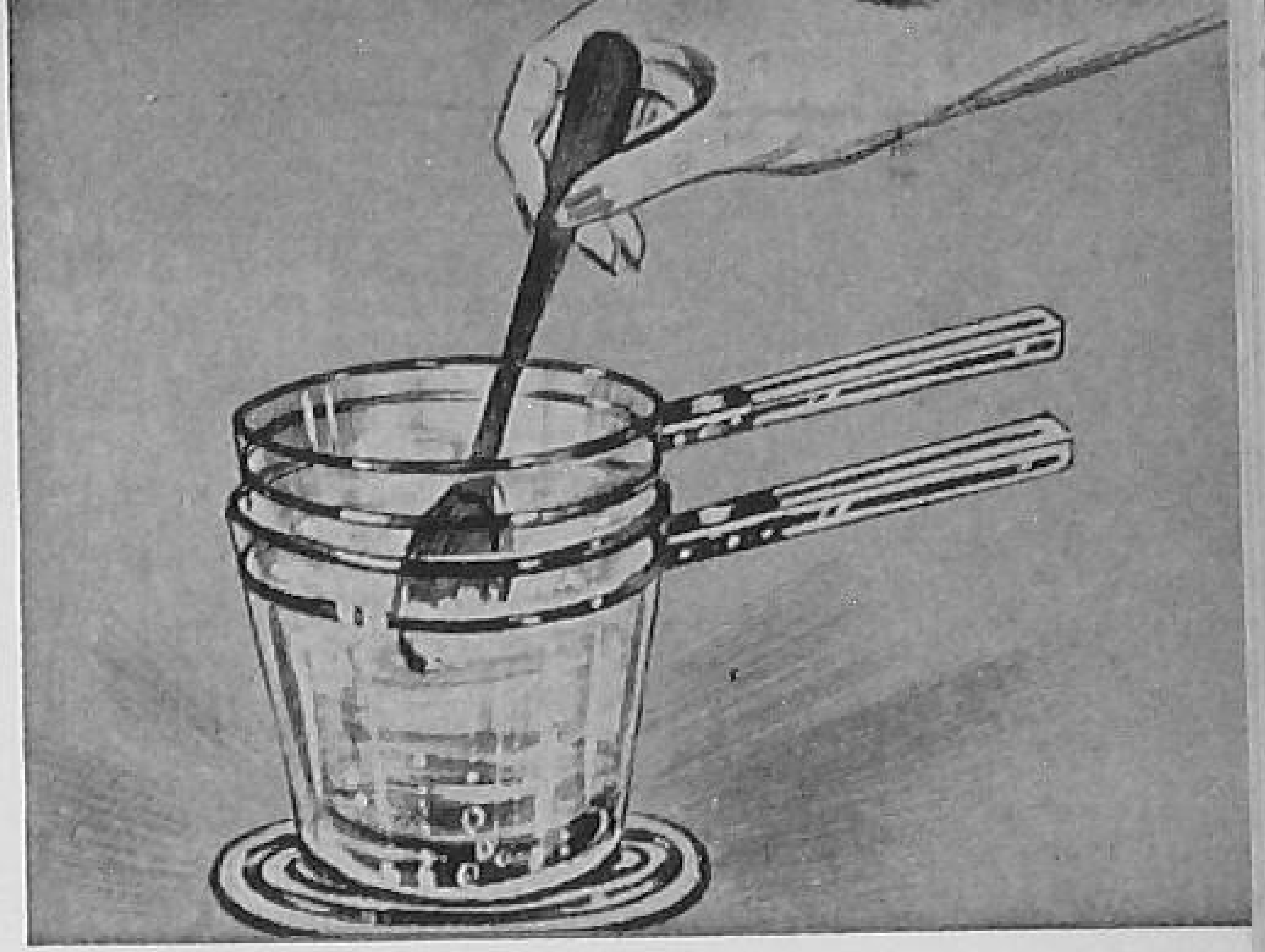
Salads and many sandwiches require a salad dressing. The most useful salad dressing is a cooked salad dressing, because it will keep well and its flavor is good with meats, fruits, vegetables, cheese, and eggs. It may be used for both salads and sandwiches.

Cooked Salad Dressing

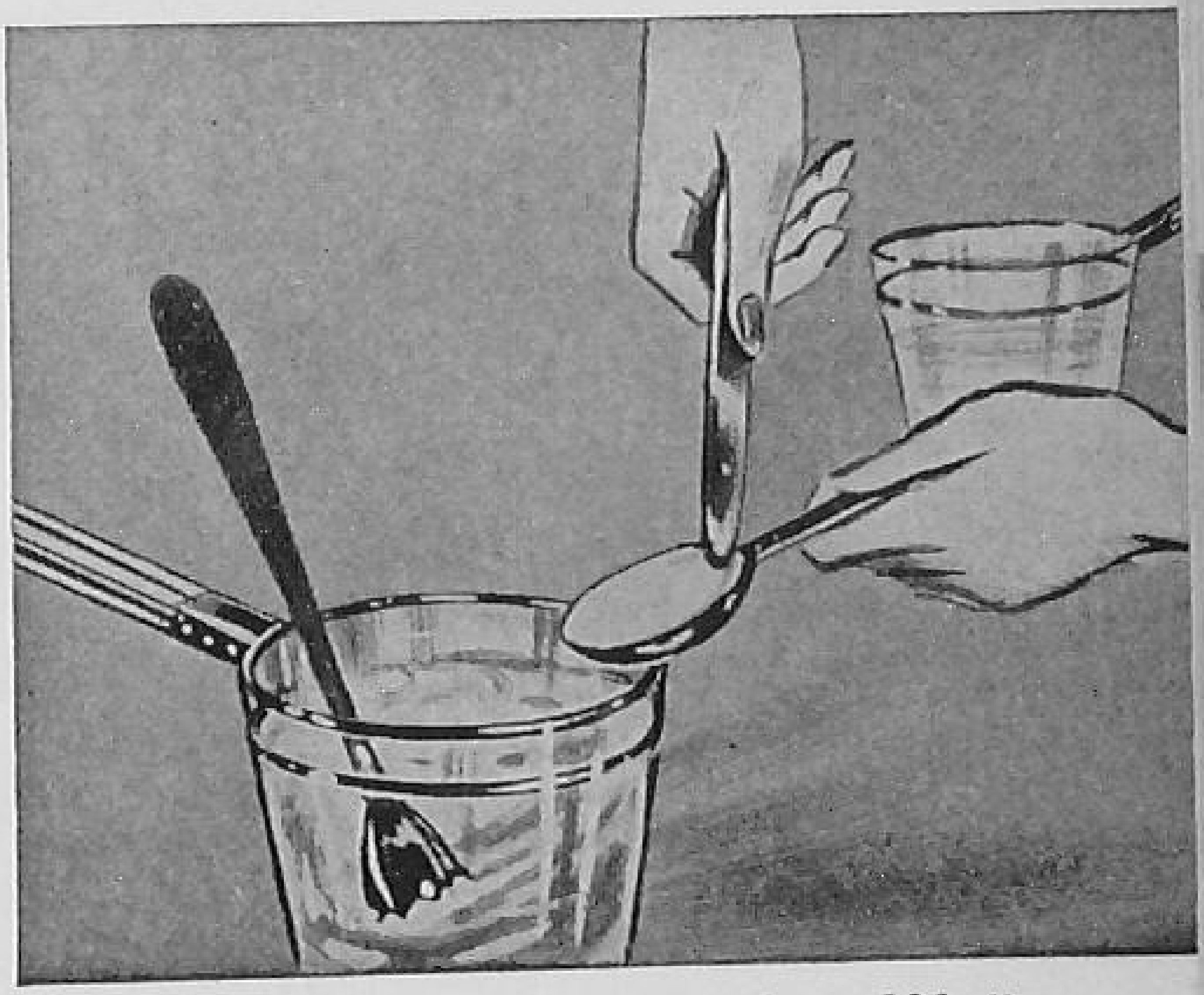
3 T. sugar
1 t. salt
1 t. prepared brown or yellow mustard
1½ T. flour
1 egg
¾ c. milk or sour cream
4 T. vinegar
1 T. butter

Blend sugar, salt, mustard and flour. Add egg, then beat until smooth. Add milk, mixing well, then vinegar slowly, stirring continuously. Cook over boiling water, stirring constantly, until thick. Remove from fire, then add butter. Pour into glass container. Cover, cool, then store in refrigerator.

This recipe makes a smooth, mellow, cooked dressing. It



STEP 4. *Cook over boiling water; stir constantly until thick.*



STEP 5. *Remove from fire; then add butter.*

STEP 6. *Pour into glass container. When cool, store in refrigerator.*

FIG. 162 B. MAKING COOKED SALAD DRESSING

will keep fresh and full-flavored for days in a covered glass container in the refrigerator.

For a little variation in the salad scheme try adding other ingredients to this standard recipe. Mix it with a sandwich spread, chopped hard cooked eggs, peanut butter, chopped pickles or relish, deviled ham, or cream cheese. Ideal for picnics because it goes with so many kinds of food.

A double boiler is useful in making cooked salad dressing, but a substitution can easily be made by putting a small sauce pan in a larger one with hot water in the larger pan.

Sandwiches for the Lunch

Variety in the sandwiches may be obtained by using different kinds of bread, such as whole-wheat, Boston brown bread, white bread (preferably enriched bread), rye bread, and buns.

Each sandwich should be wrapped in wax paper. Sandwiches may be packed in a tin box, a paper box or bag, or one of the food bags that are now available for storing food in a refrigerator.

Peanut Butter and Sweet Pickle

Allow a jar of peanut butter to soften at room temperature. Cream, add just enough salad dressing to make the mixture spread easily (about a tablespoon). Add one or two tablespoons of chopped sweet pickles. Season to taste. Spread as sandwich filling.

Minced Ham or Chicken

Grind the cooked meat. Mix with enough cooked salad dressing to make a soft mixture that will spread easily (approximately ¼ cup of salad dressing to 1 cup of ground meat).

Bacon and Pepper

To ½ cup of cooked salad dressing add two tablespoons of finely chopped fresh green pepper and two slices of bacon broiled crisp and broken into bits (a delicious sandwich with potato salad). Chopped pickle may be used instead of green pepper.

Sandwiches May Be Made at the Picnic. Fresh vegetables, such as lettuce, tomato, and cucumber are excellent for sandwiches to be made at the picnic. Place the ingredients on large plates, cafeteria style, and let everyone make his own sandwich as he

passes the picnic table. This procedure may also be followed in the home, thus dividing the work of packing the lunches for school or work.

Packing Fresh Vegetables in a Lunch Box. Wash all vegetables. If the weather is cool lettuce will keep fresh in a damp cloth or in wax paper packed so it will not crush. If the weather is warm, a refrigerator basket solves the problem for a picnic. Take a sharp paring knife, preferably of stainless steel, for slicing the tomatoes, and a spoon and table knife for serving and spreading the salad dressing.

Eggs

Eggs are a standby for a lunch box or a picnic basket. Hard-cooked eggs served with salt and pepper are good with no further dressing up. They are also useful in making salads such as potato, chicken, tuna fish, or vegetable. Deviled eggs will tempt the appetite. Chopped egg sandwiches are excellent with salads.

Testing Eggs for Freshness. Of course only fresh eggs are acceptable for cooking. An experienced person can tell fresh eggs by examining the shells, for they are chalky and dull. A shiny egg shell means an old egg. Fresh eggs will sink to the bottom of a pan of water.

Hard-Cooked Eggs

Since boiling toughens egg whites, to keep the whites in hard-cooked eggs tender, always cook at a temperature below the boiling point.

Method I

Cover eggs in a saucepan with cold water. Heat water gradually to simmering but do not let it boil. Continue cooking over a low fire for 30 minutes. Remove from water and cool.

Method II

Cover eggs with water in the top part of a double boiler. Heat until the water simmers. Put the top part of the double boiler over boiling water in the lower part of the double boiler and continue cooking for 30 minutes. Remove from water and cool.

Hard-cooked eggs for picnics are good if shells are removed when ready to eat. Individual packages of salt (and pepper mixed if desired) are convenient. Put ½ t. of salt in a small square of oil paper. Fold carefully so the salt will not spill. Salt and pepper are

available in small pasteboard salt and pepper shakers with covers, especially suitable for picnics.

Food Value of Eggs. Eggs are a rich source of body-building materials. They contain protein that the body is able to use better than any other protein except that of milk. Eggs are a rich source of calcium, phosphorus, and iron (egg yolk), three of the minerals most valuable to us. Some of the vitamins occur in egg yolk in goodly amounts. It is an excellent source of Vitamin A, and a good source of Vitamins B_1, D, and G.

Eggs also contain fat which is a fuel food. You may well ask what do eggs lack? They contain no Vitamin C and no carbohydrate, but eggs are always eaten with other foods which supply these deficiencies. When eggs are served with potato chips more fuel foods are being added, and if a tomato or an orange is also included Vitamin C is supplied. It is well to balance all meals, even picnic lunches. Why?

Deviled Eggs

Cut peeled hard-cooked eggs in half lengthwise. Remove the yolks, mash with a fork. Moisten with cooked salad dressing, or with cream. Season to taste with salt and paprika (just a dash). Refill the egg whites, put two halves together and wrap in waxed paper for picnics.

For Salad. Arrange two halves of deviled eggs on a lettuce leaf or on water cress. Serve as a salad.

Salads for the Lunch Box or Basket

Plan the salad and the sandwich together in order to secure the maximum of contrast in flavor, texture, and food value. If a crisp salad, such as slaw, is used, a soft-textured sandwich, such as minced ham, offers a pleasing contrast in texture and flavor, and is nutritionally a well-balanced combination.

If a mild salad, such as potato salad, is used, a tasty, highly seasoned sandwich, such as broiled bacon, would be acceptable and would furnish a contrast in flavor, texture, color, and in nutritive value.

If your lunches are to win hearty approval, you must do some real thinking and planning for pleasing combinations of food.

Packing salads. Fruit jars, covered dishes or bowls, and glazed paper cartons are all useful containers for packing salads in a lunch

box or basket. Since salad always tastes best when served cold, a refrigerator basket or thermos jug is desirable.

General Principles for Boiling Vegetables to Preserve Minerals and Vitamins

Because many salads that you will use in packing lunches include boiled vegetables, you should learn the proper way to cook them.

1. It is better not to peel or chop vegetables to be boiled, because the vitamins, especially Vitamin C, are more easily destroyed if the surfaces of the vegetables are cut. For this reason chopped vegetables for salads should always be used as soon as possible after chopping. When air reaches these cut surfaces it changes some of the vitamins to less useful substances.
2. Cook as quickly as possible. Long cooking destroys some vitamins. Put the vegetable on in boiling water.
3. If the vegetable is cooked in water, use as little as possible and do not waste this water. It can be used in soups, sauces, or gravy. Since some minerals and vitamins are soluble in water they would be lost if the water is discarded.

Potato salad is easy to make and since it is also well liked, is frequently included in a picnic menu. It starts with boiled potatoes.

Boiling the potatoes. To preserve the maximum of minerals and vitamins, potatoes should be boiled whole in their jackets. Wash potatoes and drop into rapidly boiling salted water (1 teaspoon salt to 1 quart water). Boil in covered vessel until tender. Be careful not to cook until the skins burst. Peel and cut in cubes. When cool make into salad.

Potato Salad (Serves 6)

4 c. cooked potatoes cut in cubes
1 c. cooked salad dressing
2 hard-cooked eggs, sliced or chopped
1½ c. finely chopped celery
1 small onion chopped
½ c. chopped dill pickle, or fresh cucumber
1 T. minced bacon
1 t. salt
⅓ c. chopped green pepper (if desired)

Mix potatoes, onion, and eggs with salad dressing, and salt. Be careful not to break the pieces of potato. Add celery, pickle, or cucumber (and green pepper if desired).

For picnics. Fill quart fruit jar. Keep cold until served.

For box lunch. Chill thoroughly in refrigerator. Pack immediately in small thermos jug.

For the table. Serve on crisp lettuce either on individual salad plates or in a large salad bowl.

Food value of potatoes. White potatoes, also called Irish potatoes, are one of the most widely used vegetables. Many families use potatoes daily.

Potatoes are also a most useful food for campers and picnickers. Did you ever eat a potato roasted in the ashes of a campfire? If not, there is a real thrill in store for you. Whether you are cooking for home meals or for a picnic, your skill in the preparation of potatoes will be useful.

Potatoes are an excellent source of fuel. Their chief nutrient is carbohydrate. In this respect potatoes compare favorably with cereals and bread.

Potatoes are also a good source of minerals. First among these minerals is potassium, and to a less extent, phosphorus and iron. Potatoes are a good source of Vitamins B_1 and C, two of the vitamins that are necessary daily. Because potatoes contain these vitamins they may be classed as a protective food.

Completing the Lunch

Suppose that you have planned potato salad, bacon and pepper sandwiches, what else would you need for this lunch? For relishes try pickles and olives. A fresh fruit — apples, oranges, or bananas — would be excellent. Milk would be the best beverage of all. For cakes and cookies we suggest that you explore the possibilities in Chapters 33 and 34.

Cooking Over the Campfire

Of all the food odors that are inviting nothing smells better than meat broiling over a campfire. Cooking in the open may be limited to simply broiling bacon on sticks directly over the fire, but if many people are to be fed and other cooking is to be done, camp cookery requires more equipment and planning.

Camp cookery is often necessary. It is desirable that everybody learn the essentials of camp cookery.

Building the Campfire

The Forest Service of the United States Government gives the following wise advice concerning campfires.

FIG. 163. READY TO BUILD A TRENCH FIRE

If you build a campfire, make it a small one. Cooking is done over the coals, not over a bonfire that fills your eyes and lungs with smoke and your food with ashes. To build a larger fire than necessary is a certain sign of the tenderfoot.

A safe way to build a campfire is to first shovel away all needles and ground litter down to mineral soil from a space at least ten feet in diameter. In the center of the cleared space dig a hole a few inches deep and about a foot or two wide. Shovel away the side exposed to the prevailing wind to allow a free entrance of air. This opening is the front of the fire. The air going in passes along the side walls to the rear and thence upward, in this way perfecting the draft. Lay rocks — flat-topped, if you can find them — on either side of the hole, to set your kettles on. Avoid using shale or sandstone rocks, as these may explode if they get too hot. Or you can use two green poles (four to six inches in diameter) across the hole, one to serve as a back log and the other as a front log. Space them at a proper distance to support a camp kettle, frying pan, or coffee pot. Kindle the fire beneath them. The poles can be replaced from day to day as they burn away.

Many campers bring along charcoal — a light, smokeless, inexpensive fuel now purchasable already picnic-packaged in convenient paper bags. Charcoal makes a quick, hot, compact fire for

camp cooking. Start the fire with a few twigs and then add charcoal.

A Code for Campers

1. One of the most important laws of the forest is "Never leave a campfire unattended even for a very short time." Put it out every time you leave the camp. This can be easily done by stirring the coals and at the same time soaking them with water. Turn all small sticks and drench both sides. Also wet the ground around the fire. If you can't get water, stir in earth, and tread it down until it is packed tightly over and around the fire. Be sure the last spark is dead before you break camp.
2. Be sure your match is out. Break it in two before you throw it away, and then you will be sure to notice whether the spark is out.
3. Another item in the code of campers and picnickers is to leave the camp clean for the campers who follow you. Burn all papers and refuse in the campfire. Any rubbish that will not burn, and, if there is no fire, all trash should be carried back home with you, unless a receptacle for garbage is provided. If burning or carrying the refuse away with you is impractical, bury it.
4. If you are picnicking in a public park, be co-operative. Read the regulations and observe them.

Campfire Cookery

Because campfires cannot be turned up or down like a gas, electric, or oil stove, or even managed as easily as coal or wood stoves, successful cooking over a campfire requires experience and special equipment. Long-handled skillets, especially those made of heavy iron, long-handled spoons, and long-handled forks are desirable. Cotton gloves will be especially appreciated by the cook. Although cookery out-of-doors is different in some respects, the principles of cookery out-of-doors and in the kitchen are the same. Success in outdoor cookery comes through experience. It is best to begin with simple things.

Some suggestions for beginners are: bacon and scrambled eggs; hot dogs (or frankfurters); hamburgers; steaks; fish; roasted potatoes; roasted ears of corn; flapjacks; and cocoa.

Scrambled Eggs

4 eggs	½ t. salt; pepper to taste if desired
⅛ c. milk	1 t. butter or margarine

Beat eggs until mixed; add seasonings and milk.

Heat omelet pan with butter in it; add eggs, and cook until creamy, scraping from the bottom of pan as the mixture cooks. Serve on toast.

Hot Dogs

Method I

Put frankfurters into boiling water and let simmer for five minutes. Be careful not to cook them too rapidly or too long because the skins will split making them look unattractive.

Method II

Broil the sausages over the campfire with the aid of a long, pointed stick or long-handled toasting fork. Cook *near* the fire, not *in* it, so that you will not have scorched, uncooked sausages. Turn frequently.

Pan-Broiled Bacon

When pan-broiling bacon, keep the temperature low and pour off the excess fat occasionally. Save all bacon fat to use in other cooking.

(In the kitchen at home bacon is good pan-broiled in the oven.)

Hamburgers (Serves 6)

1 lb. steak (round or chuck) ground
3 T. of bacon fat or a piece of beef suet
Salt, pepper, and onion (6 t. chopped) if desired

Shape ground meat into small, flat cakes (6). Heat the bacon fat or beef suet in a heavy iron skillet. When the fat is smoking hot, put the cakes into the skillet. Turn to brown on both sides. Sprinkle with salt and pepper, and add chopped onion if desired. Serve between buttered halves of a large bun. A slice of tomato with each hamburger is also good.

Fish

A good camper should be able to catch fish. That is part of the fun of camping and fish never tastes so good as when you have caught it yourself and cooked it at once.

To clean a fish: Hold the fish in the left hand, backbone against the hand, and the tail toward your elbow. With a sharp knife, slit

the fish from the small vent near the tail to the gills under the head. Cut the gills loose where attached to the head and the body. Beginning at the tail end of cavity, and using a small sharp knife, lift out entrails and gills with one motion. Make sure the backbone is clean. Wash cavity with clean, cold water. The head may be cut off just above the gills if desired. If the head is left on, remove the eyes.

Some salt-water fish have scales which should be removed before the fish is cleaned. Scale by rubbing with a knife from the tail up.

Broiled Trout or Other Small Fish

Wash and clean fish. Rub with a small amount of fat (bacon drippings). Dip in a mixture of bread crumbs, or flour, or white corn meal, seasoned with one teaspoon of salt and a little pepper (if desired) to each cup. Broil for twenty to thirty minutes in a hot, greased pan, or over hot coals. Brown on both sides. Cover to keep from drying, and baste occasionally with melted fat.

Fried Fish

Wash and clean the fish. Roll in corn meal seasoned with salt and pepper, corn meal and crumbs, or egg and flour. Cook until brown in a skillet in hot fat; for a small fish three to five minutes.

Serve with a slice of lemon and water cress, cucumbers, or slaw.

Baked Potatoes

Wash the potatoes, grease the outside with lard or bacon fat and bake in a frying pan covered with a lid, or in an oven, or in ashes. Bake from forty-five minutes to an hour. Potatoes are done when they are soft. Hold in a cloth and mash with fingers to test. Cut a gash to let steam escape. Serve at once with butter, salt, and pepper (if desired).

Roasting Ears

Pull back the husks from an ear of corn, but do not remove them entirely. Clean off all of the silk. Replace husks and tie at end. Wrap in several thicknesses of wet paper and bake in the coals until done.

Flapjacks

1½ c. sifted flour	1 egg, beaten (if possible)
2 to 2½ t. baking powder	1 c. milk
¾ t. salt	2 T. fat, melted

0 to 1 T. sugar or molasses

Sift the flour, baking powder, salt (and sugar) together.

Combine the beaten egg, milk, and melted fat. Add gradually to the dry ingredients, stirring only until the batter is smooth. Bake the cakes on a hot griddle, or lacking this, in a hot greased frying pan.

Turn the cakes with a knife or cake turner.

Note: Griddle cakes may be made from prepared pancake flours. Note directions printed on the package. Since supplies in a camp are limited, it is best to use whole-wheat flour or "enriched flour" for the added food value in protective foods.

Milk

Milk is as important on a camping trip as it is at home. If you are camping near a farm you may be able to get fresh milk, but it is not best to count on this convenience, so dried milk should be included in the supplies.

Dried Milk. Canned and dried milk are excellent for camping. To prepare fluid milk from dried milk, measure water into a bowl (read directions to tell whether to use hot or cold water), sprinkle the powder over the surface, and beat until the powder dissolves. Or, the milk powder and water may be shaken in a tightly closed glass jar or bottle. Do not use boiling water, for the powder is likely to lump.

Cocoa with Dried Milk

1½ c. dry skim milk	Salt
5 T. cocoa	5. c. water

5 T. sugar

Mix the cocoa, sugar, salt, and 1 c. of water, and boil for a few minutes. Add the other 4 c. of water and sprinkle the dry milk over the top. Beat until smooth and heat in a double boiler or over low heat to the serving temperature. Cinnamon, nutmeg, or vanilla may be added.

Ready-to-mix cocoa is available in the market. It is convenient in camp merely to add hot water to the mix and serve.

Nutrition Problems of Campers

Providing protective foods is a difficult problem for campers because camps are not usually accessible to markets providing fresh food such as milk, vegetables, and fruits. The camper must, therefore, plan carefully so that the necessary protective foods are provided.

Vitamin C is the most difficult to plan for on an extended trip. This vitamin is the one that is responsible for the health rule that each day's food should contain citrus fruits or tomato juice and some raw fresh fruit or vegetable. The camper can best supply his need for Vitamin C from the following foods: cabbage, canned or fresh tomatoes, grapefruit, lemons, oranges, potatoes.

Nutrition needs do not change because one is camping, but the way of meeting these needs changes. The camper can have his required amount of milk conveniently supplied by dried or canned milk, which has the same food value as fresh milk. He can take eggs. He will find his vegetables and fruits limited. In addition to the vegetables and fruits listed above as sources of Vitamin C, other vegetables and fruits that will be useful even though they do not contain much Vitamin C are dried fruits and vegetables. Perhaps the camper can supply his meat and fish needs by hunting and fishing, but it is safer to carry along some of these foods.

Cheese is an excellent food for the camper because it is concentrated, and can be substituted for meat.

Cured meat, such as bacon, ham, and salt pork find a ready place in the camper's food supply. Canned meats and fish are also worth considering.

Cereals are the easiest foods to take. They are concentrated, light, and are useful in making acceptable menus.

Oatmeal, corn meal, and flour, especially whole-wheat flour, are useful on long camping trips. Whole-grain cereals are especially recommended because of the added protein they give. Enriched flour is next best to whole-wheat flour in supplying Vitamin B_1.

Planning a balanced meal for campers is an important job. The Army and the Government Forestry Service realize the necessity of well-balanced meals for campers and put much emphasis on scout feeding. The Army field ration is planned by expert nutritionists and includes all the necessary nutrients.

The foods that are suggested in this chapter for camp cookery will be equally acceptable in home menus.

ACTIVITIES

1. Prepare cooked salad dressing. Use it in salads and sandwiches. How will you store it at home?

2. Prepare deviled eggs.

3. Prepare the following sandwiches using cooked salad dressing: bacon and pepper; peanut butter; minced ham. Can you suggest other sandwiches you can prepare?

4. Prepare potato salad for a meal at home or for a picnic or other lunch.

5. Plan a Saturday afternoon picnic for a group of your friends. List the supplies you will need, and plan the preparation so you will be ready to leave by one o'clock Saturday.

6. If someone in your family takes a lunch to work, plan, prepare, and pack the lunch for a week or two. Secure as much food value and as great variety as possible.

7. Broil hamburgers at home and also over a campfire.

8. Plan a lunch for a group of Boy Scouts who will cook their Saturday lunch camp style.

9. Practice cooking fish at home until you acquire the skill necessary for cooking it outdoors.

10. Prepare a glass of dried milk or a cup of cocoa made with dried milk.

11. Cook bacon in various ways: pan broil, cook in the oven, broil under the broiler, and directly over a campfire. Plan to use the bacon fat in other cooking. Fish is excellent fried in bacon fat.

12. Plan a picnic supper for your crowd to cook outdoors.

13. Assume that your crowd is going on a week's camping trip. You have been asked to plan the food to be taken on the trip. What foods will you include in your supplies and why?

Saturday Baking Means Cake-Making

BAKING CAKES AND COOKIES is almost a Saturday habit in many homes. Perhaps that is the reason so many young moderns want to learn to make a cake soon after they learn to feel at home in the kitchen with pots, pans, and stoves.

And so you are going to make a cake? What kind of cake? Varieties of cakes are so numerous that an entire cook book could be written on cakes alone. There are, however, only two *types* of cakes. (1) Those made with butter or other fats are called "butter cakes"; (2) those made without fat (or baking powder) are called "sponge cakes." Since making "butter cakes" seems to be more interesting, let us start with this type.

THE ROAD TO SUCCESSFUL CAKE-BAKING

1. *Plan what you are going to bake before you start.* This means, choose the recipe, read it carefully once or twice and make sure you understand it. Planning also means that you make sure that all the supplies and equipment needed are on hand before you start making the cake.

Cake-making begins with a good recipe, a pencil and paper for supply and utensil list, and a clear understanding and plan for the procedure. It may involve a shopping trip as a preliminary if supplies are not on hand.

2. *Choosing the ingredients.* The recipe calls for flour. What kind of flour? There are two kinds of wheat called soft and hard; each makes a different kind of flour. The soft wheat flour is called cake flour or pastry flour and is the better kind to use for cakes, pastry, and quick breads, such as muffins and biscuit. The hard wheat is a bread flour used for yeast breads. In most homes a supply of pastry or cake flour is likely to be on hand. A general purpose flour is made from both kinds of wheat mixed, and may be used for all home baking.

Enriched flour is a white flour to which has been added some, but

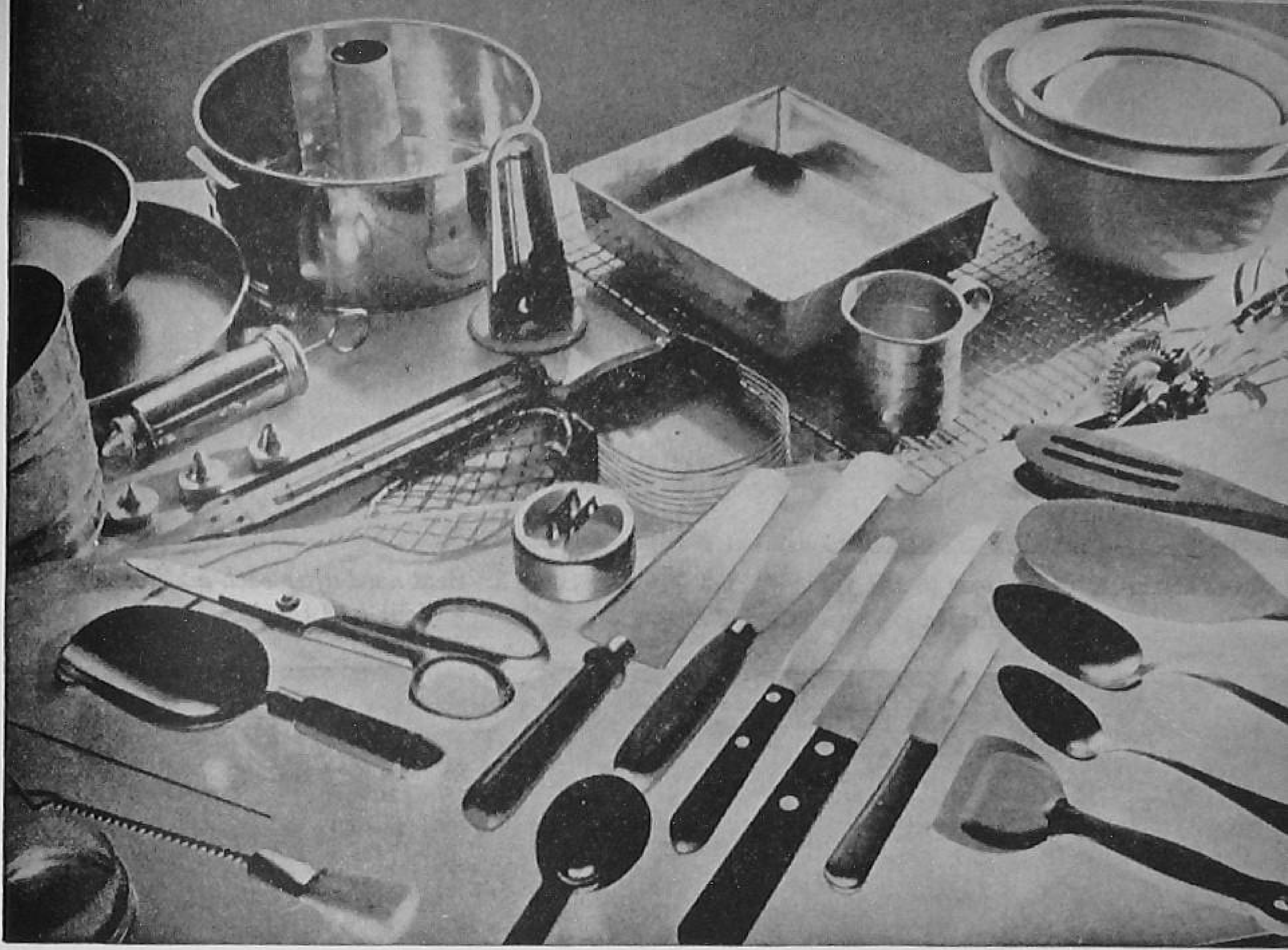


FIG. 164. GOOD TOOLS ARE AN AID TO SUCCESS IN BAKING

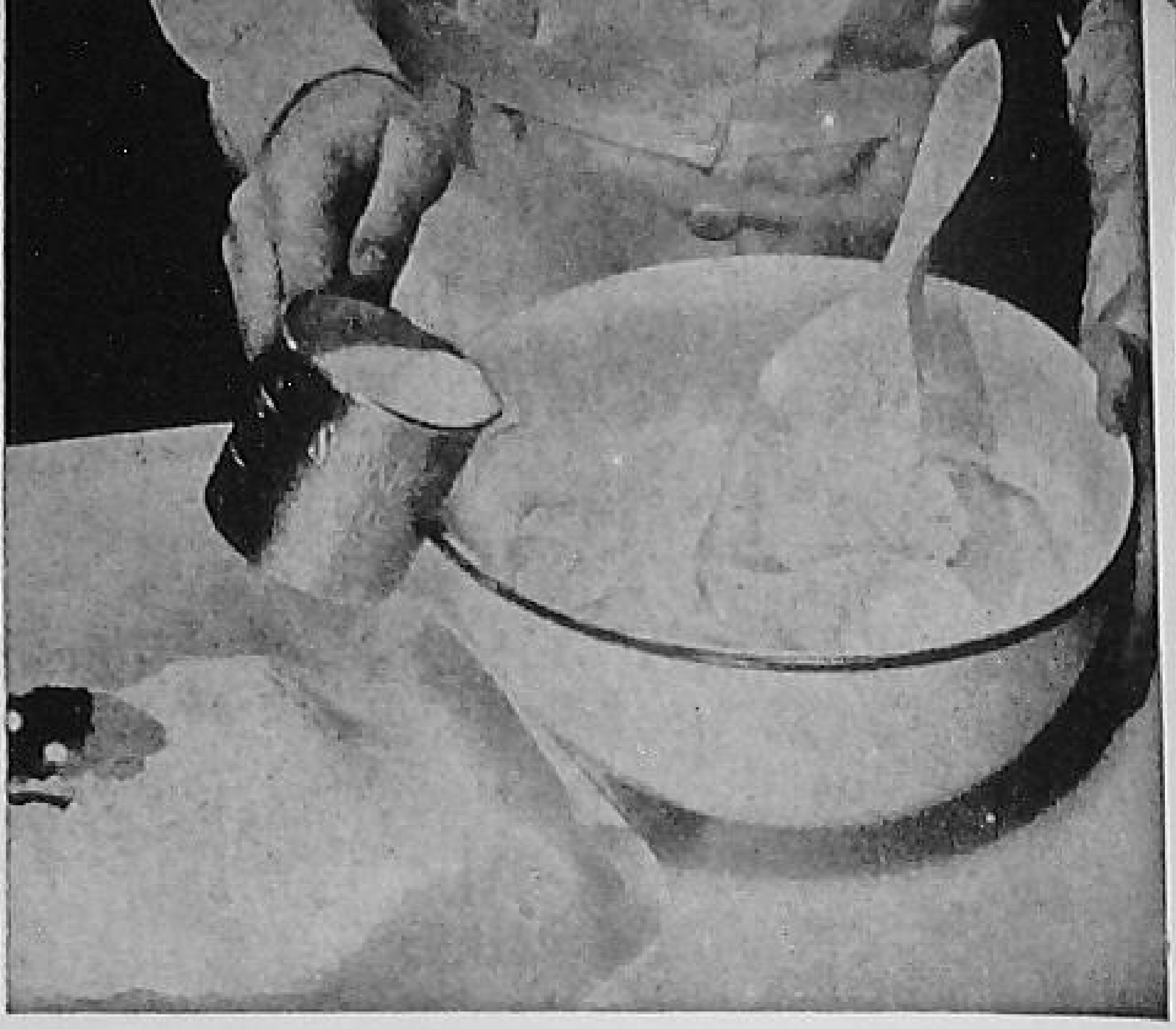
not all, of the nutrients in the whole grain of wheat which have been lost in milling wheat grains into white or patent flour. It is, therefore, much more nutritious than ordinary white flour and should be used for baking. The materials added are prescribed by the United States Government and consist of Vitamin B_1, Vitamin G (riboflavin), nicotinic acid (the pellagra preventive), and the important minerals calcium and iron of which people so often do not get enough for good health.

Another special type of flour is self-rising flour. This means that the baking powder has been added. Self-rising flour may also be enriched flour. In using self-rising flour follow recipes on the package, or leave the baking powder out of other recipes.

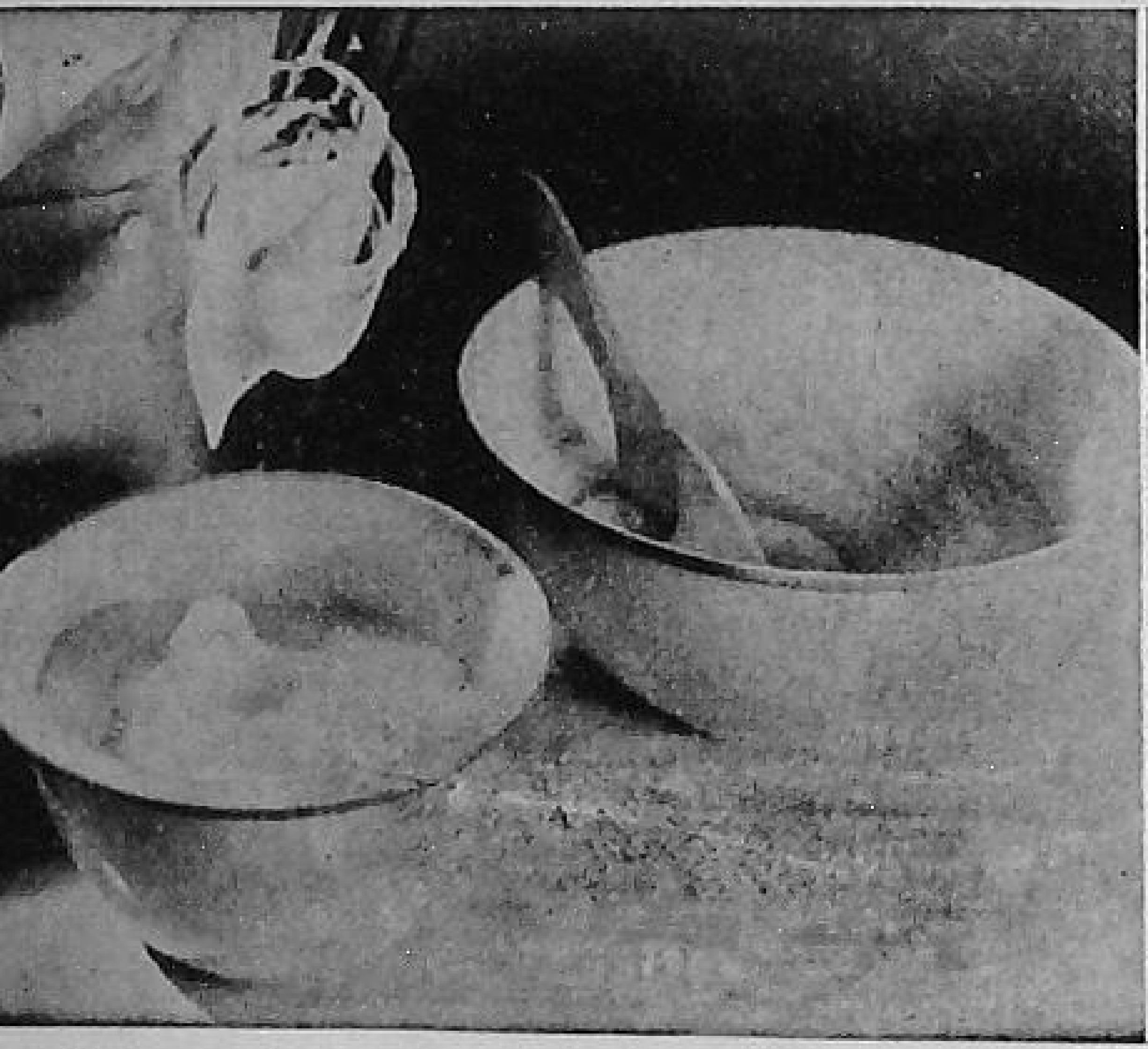
All ingredients for cake-making should be of good quality. This means butter or other fat fresh and sweet, fresh eggs, fine granulated sugar, and a good quality of whatever the recipe calls for. Good cakes require good materials.

3. *Utensils for cake-making.* Measurements must be accurate; therefore, standard measuring cups must be used. A teaspoon and tablespoon ordinarily used in a home are sufficiently accurate, but

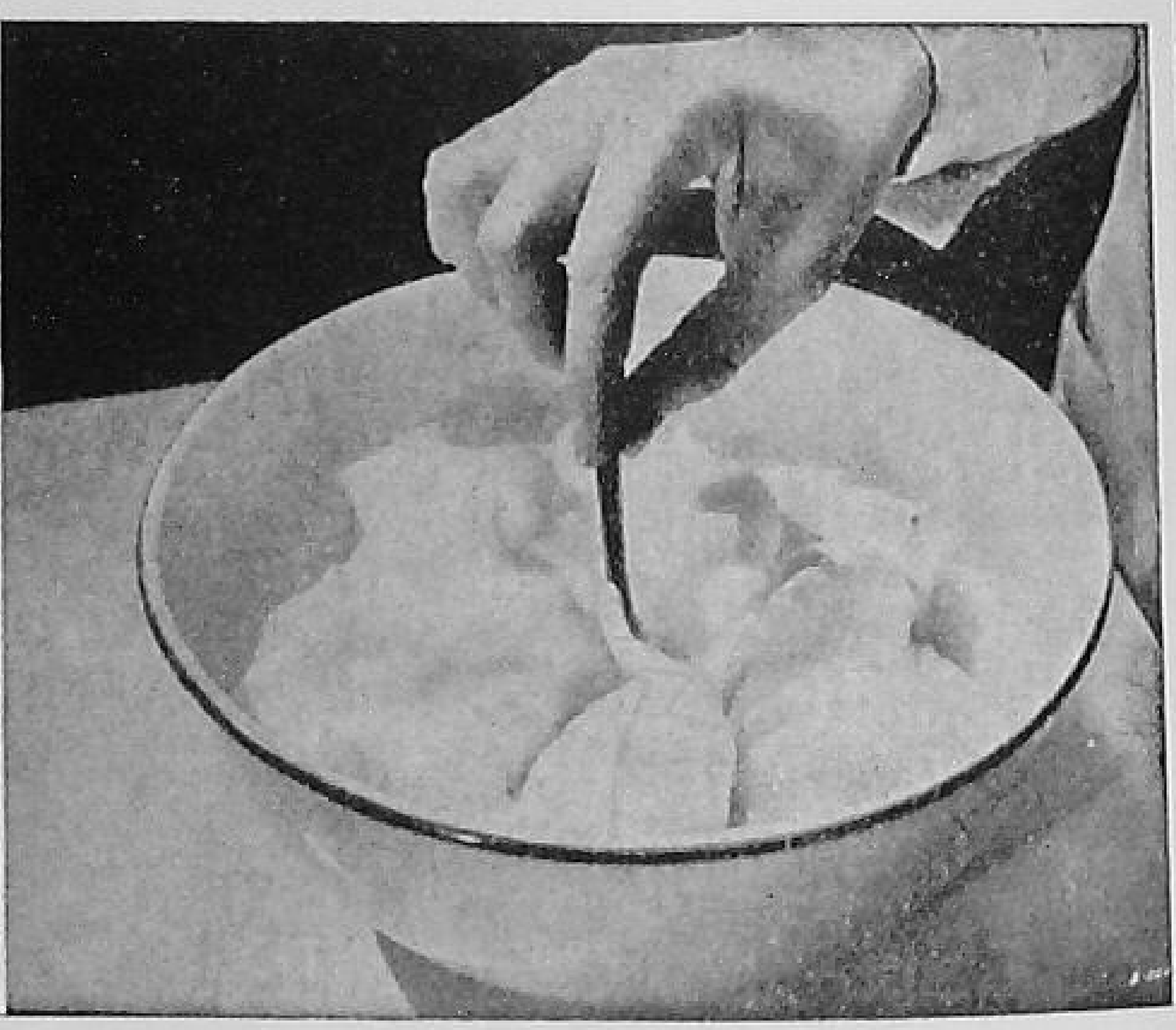
STEP 1. *Add sugar to soft fat gradually.*



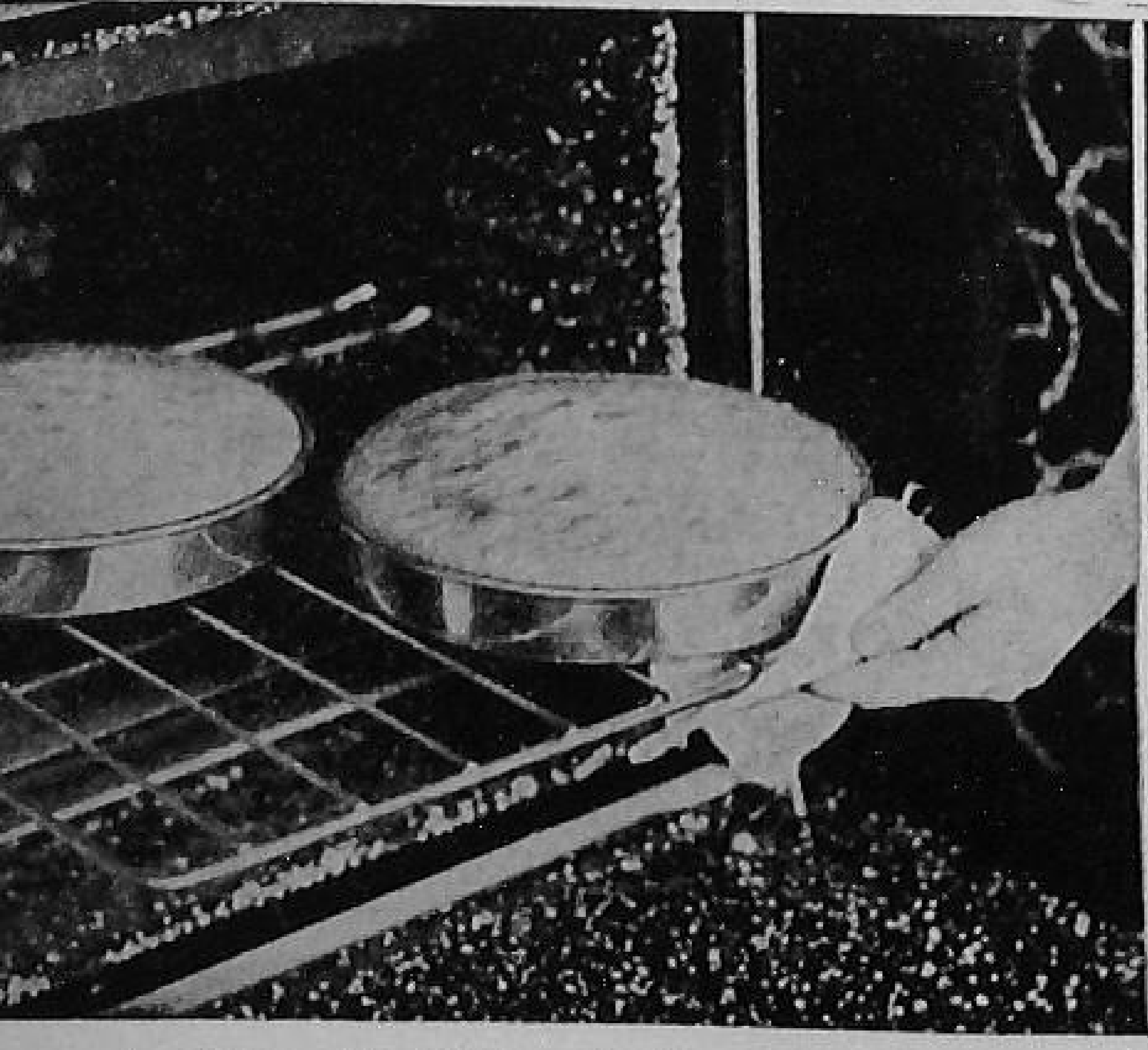
STEP 2. *Beat hard after each addition of flour and liquid.*



STEP 3. *Beat the egg whites only when ready to add to batter.*



STEP 4. *Be quick and gentle when folding in egg whites.*



STEP 5. *Take cake from oven.*

STEP 6. *Turn out cake after slightly cooling.*

FIG. 165. CAKE-MAKING

if the recipe calls for a third or a half-spoon, standard measuring spoons are convenient.

Cake pans play a big part in cake-making. "Butter cakes" are usually baked in layer-cake pans, or in muffin pans (cup cakes), or in loaf-cake pans. Sponge cakes, including angel food, are often baked in tube cake pans. (Tube pans are those that make a circular cake with a hole in the middle.) These pans are also preferred for fruit cake and pound cake.

Other useful tools for cake-making are a wooden spoon for mixing, a spatula, egg beater, mixing bowls, and a wire cake cooler. Some cooks like to have wax paper for the bottom of the pan for butter cakes.

4. *Follow the directions carefully in mixing ingredients.* Recipes call for sifting, creaming, beating, or folding. Each of these processes called for in a recipe plays an important part in the finished product. If you do not know the meaning of a word in the directions, ask an experienced person, or look it up in the dictionary, or both.

Follow directions for mixing exactly. Recipes are the result of experience; beginners cannot improve on them. Even experienced cooks follow the exact proportions and methods of mixing called for in cake recipes.

5. *Pans for cake-baking.* Pans are always greased if the cake to be baked contains shortening (butter or other fat).

Use the type and size of pan called for in the recipe. This is important because the size of the pan influences the baking time and temperature.

As an added precaution to prevent sticking of "butter cakes," a waxed paper, cut to fit the pan, may be put in the bottom of a pan.

A brush is convenient for greasing cake pans with melted fat, but a soft piece of clean paper such as a paper napkin or paper towel is satisfactory.

Do not overfill the pans. Pans should be filled from one-half to two-thirds full. If using muffin pans, fill any unused holes half full of water to prevent warping the pan while cooking.

6. *Bake by time and temperature.* Do not guess about baking temperatures. Use a recipe that states the baking time and the temperature.

The test for doneness for "butter cakes" is the same as for gin-

gerbread: open the oven door, press the top of the cake lightly with the finger. If the surface springs back leaving no imprint of the finger, the cake is done. An additional evidence of doneness of "butter cakes" is the shrinkage of the cake from the sides of the pan.

7. *Handling cakes after removing them from the oven.* Use a wire cake cooler. Let "butter cakes" stand in the pan, on a cake cooler, for five minutes; then remove from the pan and turn right side up on the rack to finish cooling. If no cake cooler is available, devise some plan for cooling the cake so the air can circulate about it.

Sponge cakes should stand for an hour in the pan, turned upside down on a cooler. The weight of the cake helps loosen it on the bottom. The sides can then be loosened with a knife.

Aids in Cake-Making

Cake mixes. One of the most rapidly developing short cuts in cake-making is the use of "mixes." These may be made at home, or mixed and packaged by the manufacturer.

Homemade "Master Mix." To save time and money, a homemaker may mix in the right proportions enough of the dry ingredients needed for cake-making. The Mix may be stored, in a tightly covered container, for six weeks or more.

In a one-hour Home Economics lab period, the Master Mix makes it possible to prepare the dry ingredients for the baking lessons at one time and use them at a different time.

Master Mix Recipe

For home use — 13 cups	For school laboratory use — 29 cups
9 c. sifted all-purpose flour *or*	5 lb. flour
10 c. sifted soft wheat or cake flour	¾ c. double-acting baking powder
⅓ c. double-acting baking powder	3 T. salt
1 T. salt	2 T. cream of tartar
2 t. cream of tartar	½ c. sugar
¼ c. sugar	2 lb. shortening which does not require refrigeration
2 c. shortening which does not require refrigeration	

Stir baking powder, salt, cream of tartar, and sugar into flour. Sift together 3 times into a large mixing bowl or onto a large square of plain paper. Cut in shortening until Mix is consistency of cornmeal. Store in tightly covered containers at room temperature or

in refrigerator, according to fat used. If fat requires refrigeration, refrigerator storage is best.

Yellow Cake

3 c. Master Mix
1¼ c. sugar
1 c. milk
2 eggs
1 t. vanilla

Stir sugar into the Mix. Combine milk, eggs, and vanilla. Stir ½ the liquid into the Mix and beat 2 minutes, or use an electric mixer and beat for 2 minutes at low speed. Scrape bowl occasionally. Add remaining liquid and beat 2 minutes. Bake in pans lined with waxed paper in a moderate oven (375° F.) about 25 minutes. Makes a 2-layer cake.

Chocolate Cake

3 c. Master Mix
½ c. cocoa
1½ c. sugar
1¼ c. milk
2 eggs
1 t. vanilla

Add cocoa to the sugar and stir into the Mix. Combine milk, eggs, and vanilla. Stir ½ the liquid into the Mix and beat 2 minutes, or use electric mixer for 2 minutes at low speed. Scrape bowl occasionally. Add remaining liquid and beat 2 minutes. Bake in pans lined with waxed paper in a moderate oven (375° F.) about 25 minutes. Makes a 2-layer cake.

Commercial cake mixes. Local markets today offer a variety of cake mixes, and it is worth while to look them over. Many require only the addition of liquid. They are usually packaged in the right amount for one average-size cake. Thus a package can be used up when opened and there is no storage problem. These cake mixes are worked out in the experimental kitchens of the manufacturer. To use them successfully, follow the directions on the package. Commercial cake mixes are convenient, timesaving, somewhat expensive in comparison, and less flexible than the usual ingredients in your own kitchen from which, with a good cook book, you can create a great variety of delectable cakes. In using commercial cake mixes, one should decide in advance the cake to be made and buy the mix for that cake. It is best to buy packages of cake mix as wanted rather than storing them for a length of time at home.

Using an electric mixer for cake-making. An electric mixer is a valuable modern kitchen aid that has its place in cake-making.

There are many kinds on the market. Always follow the directions of the manufacturer in using an electric mixer.

General directions for using an electric mixer in cake-making (all mixing on low speed):

1.	Mix flour, fat, and baking powder.	2 minutes
	Scrape bowl and mix again.	1 minute
2.	Mix sugar and salt with about ½ c. milk and add to flour-fat mixture. Mix.	2 minutes
	Scrape bowl and mix again.	2 minutes
3.	Beat eggs slightly with a fork, and add to remainder of milk and vanilla. Combine ½ of this mixture with ingredients in bowl and mix.	30 seconds
	Scrape bowl. Mix.	30 seconds
4.	Add remaining egg-milk mixture and mix.	1 minute
	Scrape bowl. Mix.	1 minute
5.	Turn batter into greased pans and bake.	

If chocolate is to be added to cake batter, follow the directions through Step 4. Then add melted chocolate to batter. Mix 1½ minutes on low speed and 15 seconds on high speed.

Cake storage. Cool cake thoroughly and then store in a covered tin container lined with oil paper. Store crisp cookies in a separate, tightly covered container to protect their crispness.

Home freezer storage of cakes. The home freezer offers the homemaker a modern storage facility either for uncooked cake batter or for baked cakes. Preparation time can be saved by making several cakes at a time and freezing the extras for future use. To insure a good frozen product, care must be used in preparing the product for freezer storage.

Moisture-vapor-resistant materials must be used for packaging baked and ready-to-bake products for freezer storage. This is essential to prevent the drying which occurs at the low temperature in freezers. Properly packaged baked and ready-to-bake products should maintain good quality throughout the recommended storage periods.

Baked cakes and pans of batter may be wrapped in pliofilm, cellophane, or aluminum foil. All these packaging materials must be of the type especially manufactured for frozen foods. A close-fitting wrap is desirable. A heat-sealing material is convenient in

some instances, for example, to make a bag for storing sponge cakes. When pliofilm or cellophane is used, an overwrap of stockinet is advised to prevent puncturing or tearing. Plastic film bags, such as those used for freezing poultry, are also satisfactory for many of these products. A two-quart (three-pound) size bag will hold half of an average-size cake.

Cake batters are conveniently packaged in locker cartons. Several types are suitable, such as cylindrical waxed cartons with slip-on lids; plastic cartons with friction-type seal; aluminum tray packs and waxed cardboard cartons with cellophane or pliofilm liner bags.

"Butter cakes" may be frozen either cooked or uncooked. Freezing in the batter stage requires less freezer space and the results are superior. Cake batters should not be held in freezer storage longer than four months. Baked cakes may be successfully stored for as long as six months.

Sponge cakes should be baked before they are frozen. A sponge cake may be kept in the freezer three or four months.

Cakes, after being wrapped, should be further protected by cardboard boxes to prevent crushing in storage.

Freezing "butter cakes" and batters. Baked cake should be cooled, wrapped, and frozen as quickly as possible. Batter should be packaged and frozen immediately after mixing.

After removal from the freezer. A layer of baked cake will thaw in about one hour at room temperature; a two-layer cake will require about two hours to thaw. To prevent drying out, the wrapping should not be removed until the cake is to be served.

It is better to thaw cake batter before baking. A quart package of batter will thaw overnight in the refrigerator. To thaw batter at room temperature, empty it into an oiled cake pan and, when it is thawed sufficiently, spread it evenly. This requires about two hours. When batter is frozen in the pan ready-to-bake, remove the wrapping and let stand at room temperature about two hours before baking. Bake as directed in recipe. When cake batter is baked without thawing, there is a tendency for the cake to "hump" in the center and be more compact in texture. It is for this reason that thawing before baking is recommended.

Sponge cake will thaw in about one to one and one-half hours at room temperature. To prevent drying, do not remove the wrapping until the cake is to be served.

STANDARD CAKE RECIPES

Sponge Cake

1 c. sifted cake flour	1½ t. grated lemon rind
1 c. sifted sugar	1½ T. lemon juice
2 T. water	½ t. cream of tartar
5 eggs	¼ t. salt

Sift flour once, measure; sift four times. Add ½ c. sugar, lemon rind, and water to egg yolks and beat with rotary egg beater until very thick and light. Add lemon juice gradually, beating constantly. Add flour all at once, then stir until just blended. Beat egg whites and salt with flat wire whisk or rotary egg beater. When foamy, add cream of tartar and beat until stiff enough to hold up in peaks, but not dry. Add remaining ½ c. sugar, about 2 T. at a time, beating well with whisk or beater. Fold in egg yolk mixture. Turn into ungreased 9-inch tube pan. Bake in slow oven (325° F.) 1 hour, or until done. Remove from oven and invert pan 1 hour or until cold.

Plain Cake

½ c. fat	3 c. sifted soft-wheat flour
¼ to 1 t. flavoring	4 t. baking powder
1½ c. sugar	¼ to ½ t. salt
2 to 3 eggs	1 c. milk

Cream the fat until soft.

Add the flavoring and the finely granulated sugar, stirring briskly until the mixture is light and fluffy.

Continue creaming and add slowly the well-beaten egg yolks.

Add the sifted dry ingredients and milk alternately, a little milk at a time. Beat in the dry ingredients, stir in the milk. The first and last addition should be the dry ingredients.

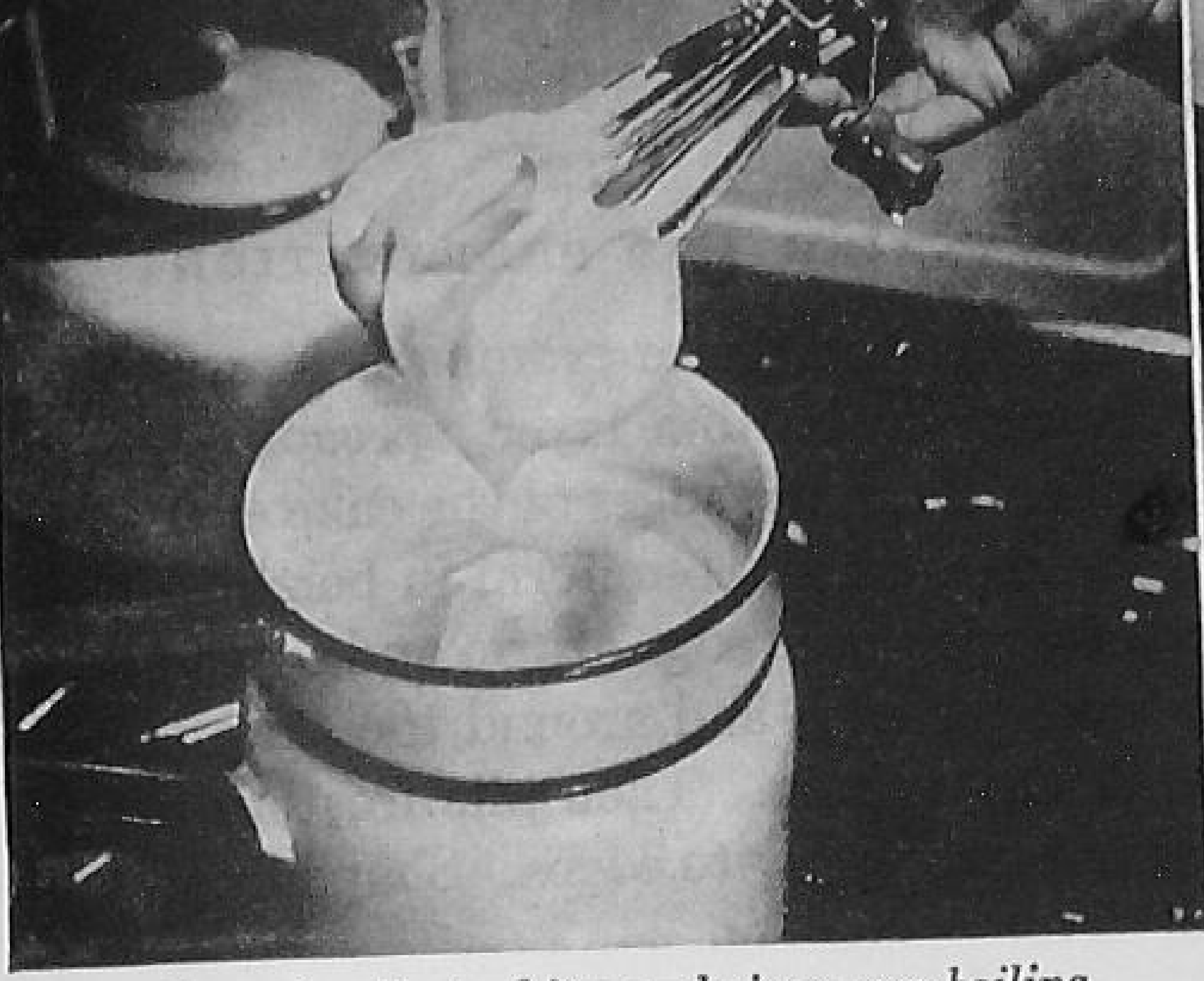
Fold in the beaten egg whites last of all. Pour the batter into a lightly greased pan.

Bake in moderately hot oven (375° F.) 15 to 18 minutes. Batter may be baked in layer-cake pans, or in muffin pans as cup cakes.

How to Judge a Cake

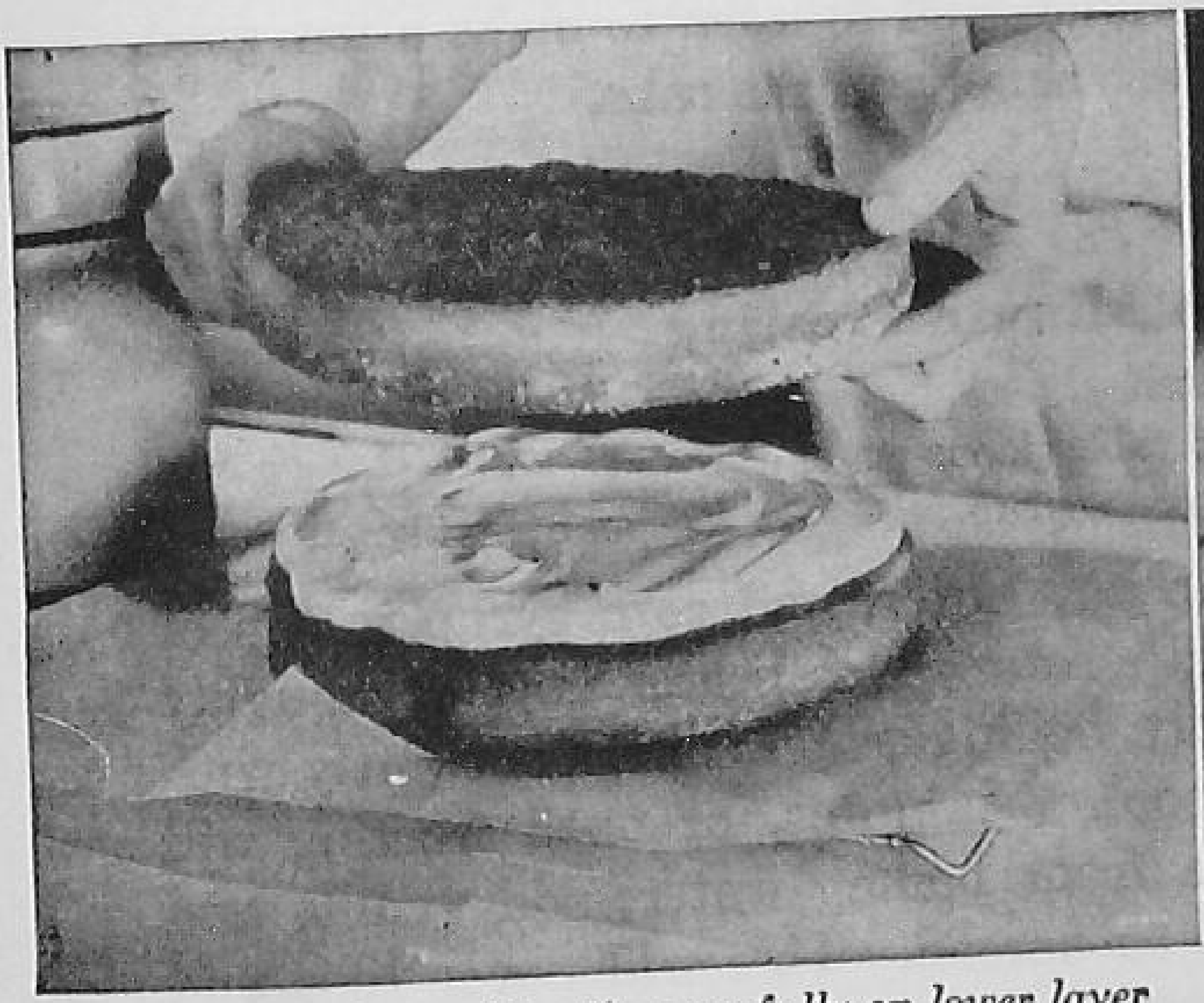
Standards for a good butter cake:

1. A layer cake should be even on all sides.
2. The crust should be golden brown, tender, and thin.
3. When cut, the cake should be of a fine, even grain.

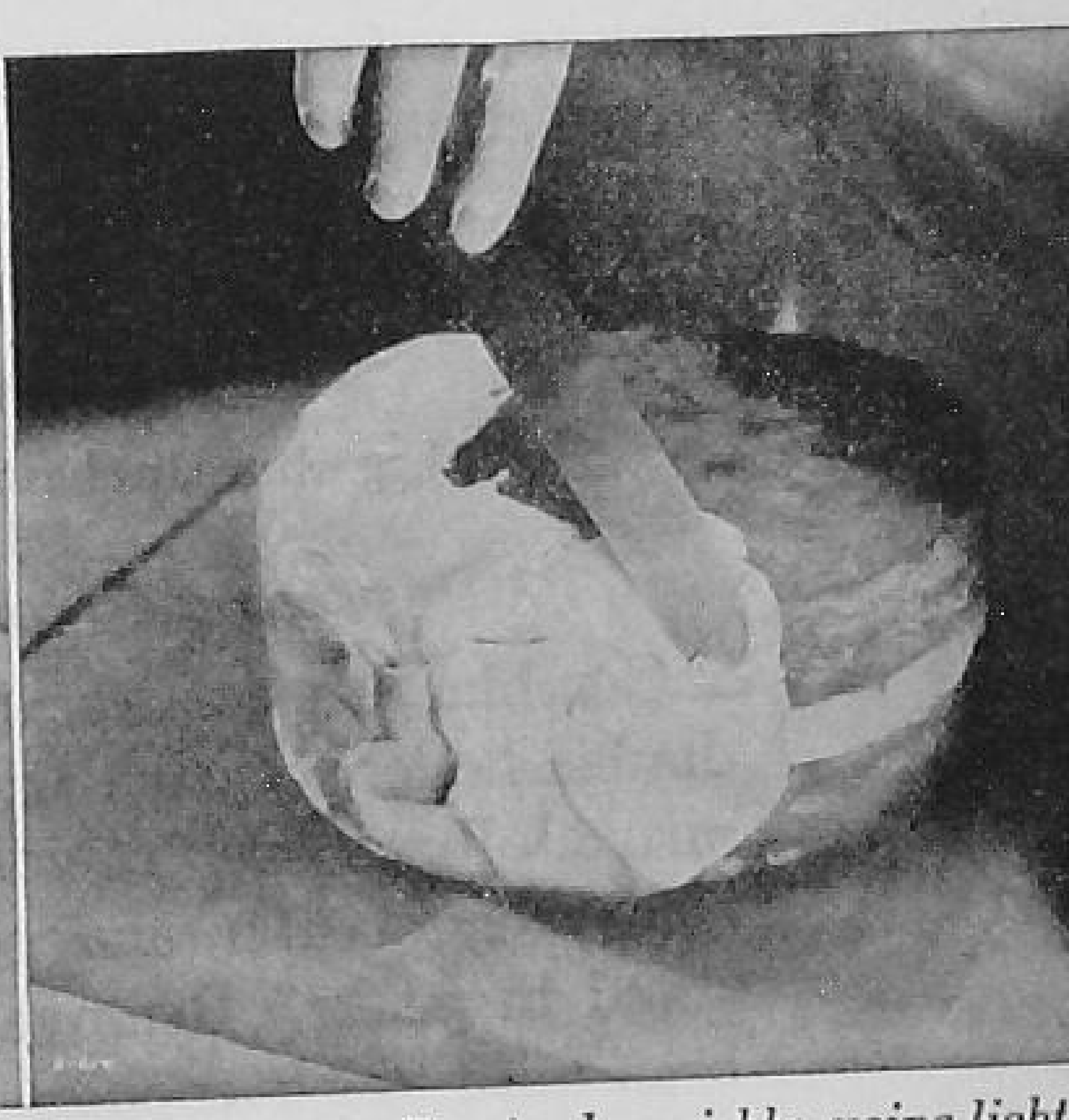


STEP 1. *Beat whites and sirup over boiling water until peaks form from beater.*

STEP 2. *Add flavoring and beat until thick enough to spread.*



STEP 3. *Spread frosting carefully on lower layer and fit top layer.*



STEP 4. *Frost cake quickly, using light deft strokes.*

FIG. 166. FOUR STEPS IN MAKING SEVEN MINUTE FROSTING
See recipe on page 388.

4. In texture it should be moist, soft, light, and tender.
5. The flavor is the final test — it must taste good.

The most common errors in cake-making are carelessness in measuring, or in baking. If you would improve your cake-making, you must have a good recipe and follow it accurately.

GENERAL DIRECTIONS FOR FROSTING CAKES

1. Have the frosting thick enough to stand in peaks from the egg beater or a spoon. To spread well, frosting must be thick and partially cooled so it will not run off, or soak into the cake.

2. Have the cake cold and free from loose crumbs before attempting to frost it. Put frosting on bottom layer, spreading it smoothly with a spatula or knife. Keep the edges of the cake even. Arrange layers so that cake, when frosted, is uniform in height.

3. Frost sides of cake first, starting over edge at top and spreading the soft frosting lightly over the edge and around the sides of cake with sweeping strokes of the spatula. Then pile frosting in center top, and work the frosting out lightly to edges. Shape frosting into ridges with back of silver tablespoon.

4. Aim to work quickly. If you are artistic, frosting cakes offers you an opportunity to achieve the results your fancy dictates, but at first you will do well to learn to make a few good frostings and to spread these simply on the cake.

Seven Minute Frosting

2 egg whites, unbeaten — 1½ cups sugar
5 tablespoons water
1½ teaspoons light corn syrup — 1 teaspoon vanilla

Combine egg whites, sugar, water, and corn syrup in top of double boiler, beating with rotary egg beater until thoroughly mixed. Place over rapidly boiling water, beat constantly with rotary egg beater and cook 7 minutes, or until frosting will stand in peaks. Remove from boiling water; add vanilla and beat until thick enough to spread. This will cover tops and sides of two 9-inch layers, or top and sides of $8 \times 8 \times 2$-inch cake (generously), or about 2 dozen cup cakes. This frosting may be varied by folding in chopped nut meats, coconut, or pieces of dried or candied fruit, or by tinting delicately with colorings.

ACTIVITIES

1. Make plain cup cakes.
2. Make a sponge cake.
3. Make a layer cake and frost it.
4. Make a cake using a cake mix.
5. Make a Master Mix in class for use later with the recipes on page 383.

CHAPTER THIRTY-FOUR

Saturday Specials

Cookies

Cookies are welcome everywhere. They go to school in lunch boxes, to picnics, to parties, to teas, and are usually on hand at home in the cookie jar for refreshments. That cookies are liked is proved by the fact that this cookie jar requires frequent refilling.

You are just the person to fill the cookie jar. Saturday morning is just the time to make cookies, and if there's one better place for the job than the school kitchen, it is your home kitchen. The *time*, the *place*, and the *person!*

Cookies are Versatile. Cookies may be soft, crisp, chewy, or crunchy. They may be varied by using molasses, sugar, chocolate, raisins, dates, nuts, or cocoanut.

The cook classifies cookies according to how they are made. There are three types according to the method of baking.

Rolled cookies, such as tea cakes or ginger snaps, are made into dough, rolled out on a board, and cut with a cookie cutter.

Drop cookies are a stiff batter that is dropped by spoonfuls on a greased baking sheet. This batter spreads as it bakes and results in a crisp, tasty cookie. Examples of drop cookies are oatmeal, chocolate, peanut, and Toll House cookies.

Such cookies as brownies, molasses squares, date nut bars, are cooked in a shallow pan, and are cut into squares or bars when hot. These cookies are either soft, or chewy, or both.

Equipment for Making Cookies. In addition to the usual equipment for cake-making, a shallow baking sheet, usually called a cookie sheet, and a spatula are most useful.

Storing Cookies. Cool cookies first. Then store in an airtight container. Store crisp cookies, and soft cookies in separate containers. Another procedure is to keep a roll of ice box cookie dough in the refrigerator. When fresh cookies are wanted, slice and bake.

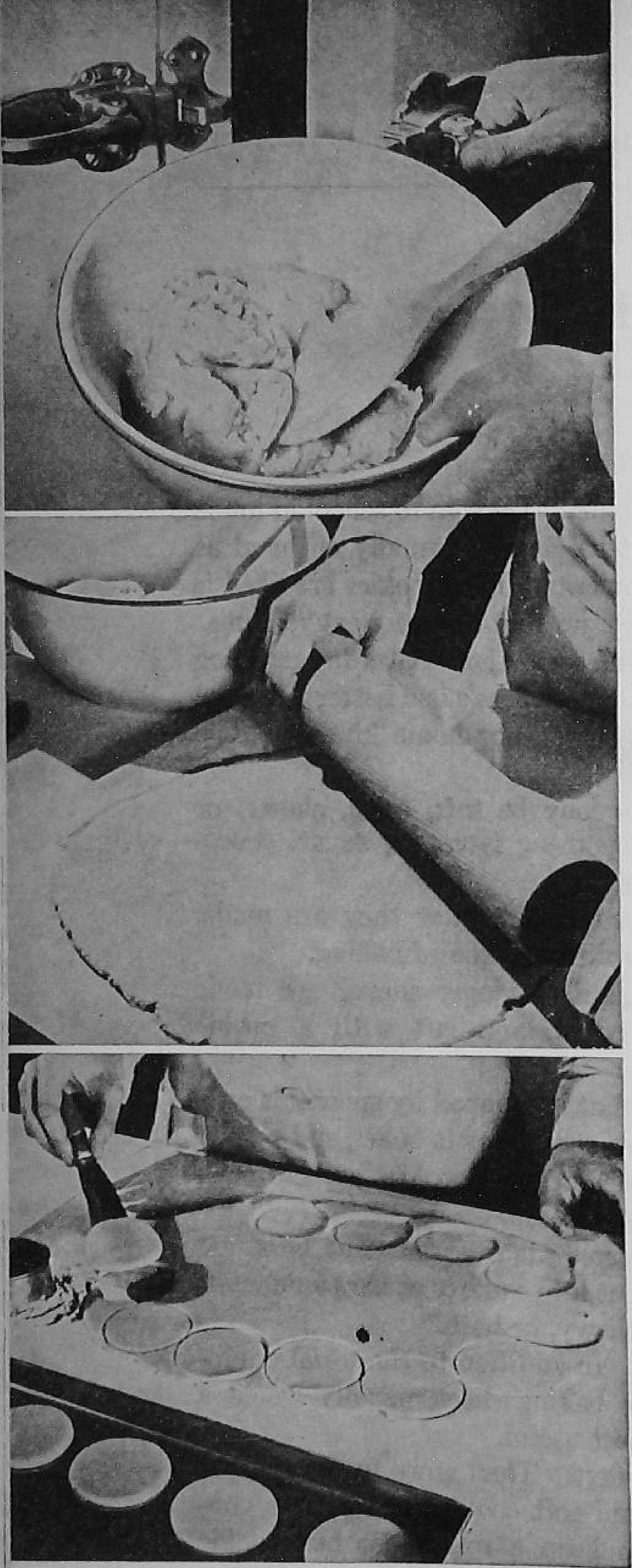


FIG. 167. MAKING ROLLED COOKIES

STEP 1. *Chill cookie dough until firm enough to roll.*
STEP 2. *Roll out dough from center with light deft motion.*
STEP 3. *Cut as many cookies as possible from first rolling.*

ROLLED COOKIES

Sugar Cookies (or Tea Cakes)

2¼ c. sifted flour
¼ t. salt
1½ t. grated lemon rind
1 c. sugar
2 eggs, well beaten
1½ t. baking powder
½ t. nutmeg
½ c. butter or other shortening
1 T. cream

Sift flour once, measure, add baking powder, salt, and nutmeg, and sift again. Add lemon rind to butter and cream thoroughly. Add sugar gradually, and cream together until light and fluffy. Add eggs and cream; then beat thoroughly. Add flour gradually and blend. Chill until firm enough to roll. Roll ⅛ inch thick on slightly floured board. Cut with 3½-inch floured cutter and sprinkle with sugar. Bake on ungreased baking sheet in hot oven (400° F.) 10 minutes. Makes 3 dozen cookies.

Ice Box Cookies

¾ c. fat, melted
2 eggs, well beaten
2 c. brown sugar, firmly packed
3½ c. sifted flour
2 t. baking powder
1 t. salt
1 c. nuts, chopped
1 t. vanilla

Melt fat and cool. Combine beaten eggs and brown sugar and beat until sugar is dis-

solved. Add melted fat and blend thoroughly. Sift flour with baking powder and salt. Add to first mixture, mixing well. Add nuts and vanilla and blend. Shape into 3 rolls 2 inches in diameter. Wrap in waxed paper. Store in refrigerator overnight or until firm enough to slice. Cut in thin slices with sharp knife and place on greased baking sheets. Bake in moderately hot oven (375° F.) 12 to 15 minutes. Makes 5 dozen.

DROP COOKIES

Oatmeal Cookies

½ c. fat
1 c. sugar, or cane, corn, or maple sirup
1 egg
1½ c. sifted flour
½ t. salt
2 t. cinnamon
½ c. milk
½ t. soda dissolved in 1 t. water
1½ c. fine oatmeal
½ c. chopped nuts
1 c. seedless raisins

Cream the fat and sugar, and add the beaten egg. Sift together the dry ingredients, except the oatmeal, and add with the milk to the first mixture. Add the soda and water, and then the oatmeal, nuts, and raisins. Mix well. Drop by spoonfuls onto a greased baking sheet and bake to a golden brown in a moderately hot oven (375° to 400° F.). Remove from the pan while hot.

Peanut Drop Cookies

(without sugar)

½ c. fat
1 c. sorghum,[1] cane, corn, or maple sirup
2 eggs, beaten
2 c. sifted flour
3 t. baking powder
½ t. salt
1 c. roasted peanuts, finely chopped

[1] If sorghum sirup is used, reduce the baking powder to 1 teaspoon and add ½ teaspoon soda to the dry ingredients.

Cream the fat and sirup and add the beaten eggs. Sift the dry ingredients together, add the peanuts, and combine with the first mixture. Stir until blended. Drop the batter by teaspoonfuls onto a greased baking sheet and bake in a moderate oven (350° F.) for about 20 minutes. This recipe makes about 60 cookies.

Molasses Cookies

½ c. fat
1 c. molasses
1 egg, beaten
2¼ c. sifted flour
½ t. soda
½ t. salt
1 t. flavoring

Cream the fat, add the molasses mixed with the beaten egg, and

FIG. 168. DROP COOKIES
Aim for uniform size and shape in dropping and spacing the cookie dough.

FIG. 169. FILLED COOKIES
A spoonful of jam, marmalade, or chopped fruit is placed between two rolled cookies. The attractive crimped edge helps seal in filling.

beat well. Add the sifted dry ingredients and flavoring. Drop by teaspoonfuls onto a greased baking sheet, allowing plenty of room for the cookies to spread. Bake to golden brown in a moderately hot oven (375° to 400° F.). Remove from sheet while hot.

This recipe makes about 60 cookies.

Milk

Milk with a cookie or two is just the thing for an afternoon lunch when one comes home from school hungry. This is one of many ways to increase the amount of milk in the diet.

As a Food Milk is "Tops." Why do scientists who best know the nutritional needs of the human body recommend milk in generous amounts for everybody — young and old? It is because milk contains in easily usable form much food to make us grow and to keep us growing, and even some fuel to make us go and keep us going.

The building materials in milk are protein for body tissues, calcium and phosphorus for bones and teeth, and some iron for red blood cells.

The protective or regulatory foods in milk are a generous supply of vitamins and the minerals which function both as building and as regulatory materials. Vitamin A and Vitamin G, both essential to health, are abundant in milk.

The fat and sugar of milk furnish some fuel to make us go, but milk is not an outstanding source of fuel.

Cookies and Milk a Good Combination. When milk is combined with other foods rich in fat, such as chocolate, or eaten with foods rich in sugar or starch as cakes and cookies or bread there is a substantial increase in fuel.

Milk and cookies are not only good together because of their food value, but they are also a pleasing combination in flavor and texture; in fact they just go together.

Fig. 170. COOKIES FOR LUNCH AT SCHOOL AND AT HOME

Cookies and Chocolate — Hot or Cold. Cookies may well be the excuse for one more glass of milk in the form of hot chocolate for cold days or frosted chocolate when cold drinks are preferred.

For refreshments when friends drop in to chat by the fireside, or when you are host or hostess for your club, try hot chocolate with cookies, or with dainty sandwiches. When the crowd comes in to warm up by the fire and to talk over the football game, let them help make the hot chocolate.

Chocolate Sirup

7 squares unsweetened chocolate	1 c. hot water
1⅓ c. sweetened condensed milk	½ c. sugar

Melt chocolate in top of double boiler. Remove from boiling water; add condensed milk and stir well. Add water gradually, stirring constantly; then sugar, stirring until dissolved.

Pour in jar, cover tightly, and place in refrigerator.

Makes 3 cups sirup.

Sirup can be kept for a week or 10 days. Chocolate Sirup is convenient to use for hot or iced chocolate drinks. If chocolate sirup is on hand in the refrigerator it is a convenient and quick way to have hot chocolate or frosted chocolate ready in a jiffy.

Hot Chocolate

Use two tablespoons of chocolate sirup to 1 cup of hot milk. Just before serving beat with a rotary beater until light and frothy.

Frosted Chocolate

1 c. cold milk   2 T. chocolate sirup   vanilla or chocolate ice cream

Beat or shake together to blend. Serve in tall glasses. (Serves one.)

Chocolate Soda

½ c. of milk   2 T. chocolate sirup
½ c. of either ginger ale or carbonated water

Stir slightly, add ice cream, and serve at once in tall glasses.

Canning and Preserving

During the season of preserving you may wish to help on Saturdays with the work of canning or preserving.

Canning and preserving food is so important that complete bulletins on these subjects are available for the asking or for a few cents at most. For this reason these subjects are not included in this book.

ACTIVITIES

1. Learn to make rolled cookies. See recipes for sugar cookies or ice box cookies. Be sure to store these cookies in a tin box or a cookie jar with a tight lid.
2. Try making oatmeal cookies, molasses cookies, and peanut cookies. These are examples of drop cookies.
3. Serve a chocolate soda or a frosted chocolate with some kind of cookies. Your friends will like this.
4. Find and try other recipes for filled cookies or for cookies that use less shortening and sugar.
5. Write to the State Agricultural College in your state for a list of publications available for free distribution.
   (1) Growing the Home Food Supply on the Farm.
   (2) Canning Fruits, Vegetables, and Meats.
   (3) Preserving, Pickling, Jelly-Making.
   (4) Storing the Home Food Supply.

   Federal Bulletins:
   Write to the United States Department of Agriculture for its list of home economics bulletins.
6. See what cookie mixes are available in your local market. Choose one and try it out. If possible, choose a mix for the same type of cookies for which you have a recipe. Compare the cookies made by the two methods as to economy of time, and the cost, quantity, and quality of the cookies.

Saturday Luncheons

THE WEEK-END is the time when families set aside their usual week-day routine and plan for more sociability and more leisurely meals. Often there are guests, and usually there are special menus.

Saturday is probably the busiest day of the week in the kitchen because most people plan to get some of the work of the Sunday meals out of the way on Saturday. Saturday luncheon is therefore a time when your help will be appreciated. Why not plan to take the responsibility sometimes for luncheon on Saturday?

PLANNING THE MENU

Meals always start with planning the menu. Breakfast has a rather set pattern of fruit, cereal, bacon and eggs, and a beverage. The dinner menu customarily includes a main course of hot food — usually a meat and two vegetables. Luncheon provides opportunity for greater variation. It may be hot or cold, one dish, one course, or many courses, light or heavy, formal or informal.

THE LUNCHEON MENU

A course is one complete part of a menu. For example, a soup course might include soup, crackers, and relishes. The courses from which a luncheon menu may be constructed are:

First course: Soup or fruit, crackers, relishes (celery, olives, etc.)

Main course: Vegetables and meat, eggs, fish, poultry, or cheese, or special dishes sometimes called entrees.

Salad course: Meat, egg, fish, vegetable, or fruit salad.

Dessert: A great variety of sweets are available.

A light luncheon may consist of one or two courses, or of one main dish, as, for example, spaghetti, or a meat and vegetable pie with accompaniments.

A medium luncheon would consist of two or three courses.

A heavy luncheon would usually consist of three or more courses.

The chief factors to be considered in planning a luncheon or any other meal are:

1. The nutritional needs of the family.

2. The size of the family pocketbook.
3. What the family likes to eat.
4. What foods are available.
5. The time available and the skill of the person who is to prepare the meal.

Planning for the Nutritional Needs of the Family

As a working basis for planning meals, study the list of foods that must be included for an adequate diet no matter what the particular menu.

The difference between the diet and the menu is that the diet is what one eats for a day or week, the menu is what is available to eat for one meal. The menu may be adequate and the diet inadequate if one refuses to eat the food that is served.

PLAN FOR A MODERATE COST ADEQUATE DIET

Milk:
One quart daily for each child (to drink or in cooked food)
One pint for each adult (to drink or in cooked food)

Vegetables and Fruits:
One serving daily of potatoes or sweet potatoes
One serving daily of tomatoes or citrus fruits
One serving daily of leafy, green, or yellow vegetables
Three to five servings a week of other vegetables
One serving daily of fruit

Eggs:
Two or three a week for adults
Four or five for young children
A few in cooking

Meat, fish, or poultry:
About five times a week
Or daily if prepared in combination with cereals or vegetables

A cereal dish:
Daily

Bread and butter:
At every meal

Dessert:
Once a day, sometimes twice if desired and if it does not displace the protective foods

you will be able to plan other menus and locate the needed recipes from other sources. Part of the fun in cookery is finding new recipes. Part of being a good cook is knowing how to use the index of a book. Use the index to locate the recipes for the above dishes in this or some other book.

CLASS DISCUSSION AND ACTIVITIES

The success of a meal is as much in the planning as in the cooking. The planning includes the menu, selection of recipes, the estimation of amounts of supplies needed, marketing, planning the working schedule to have everything done on time and properly served.

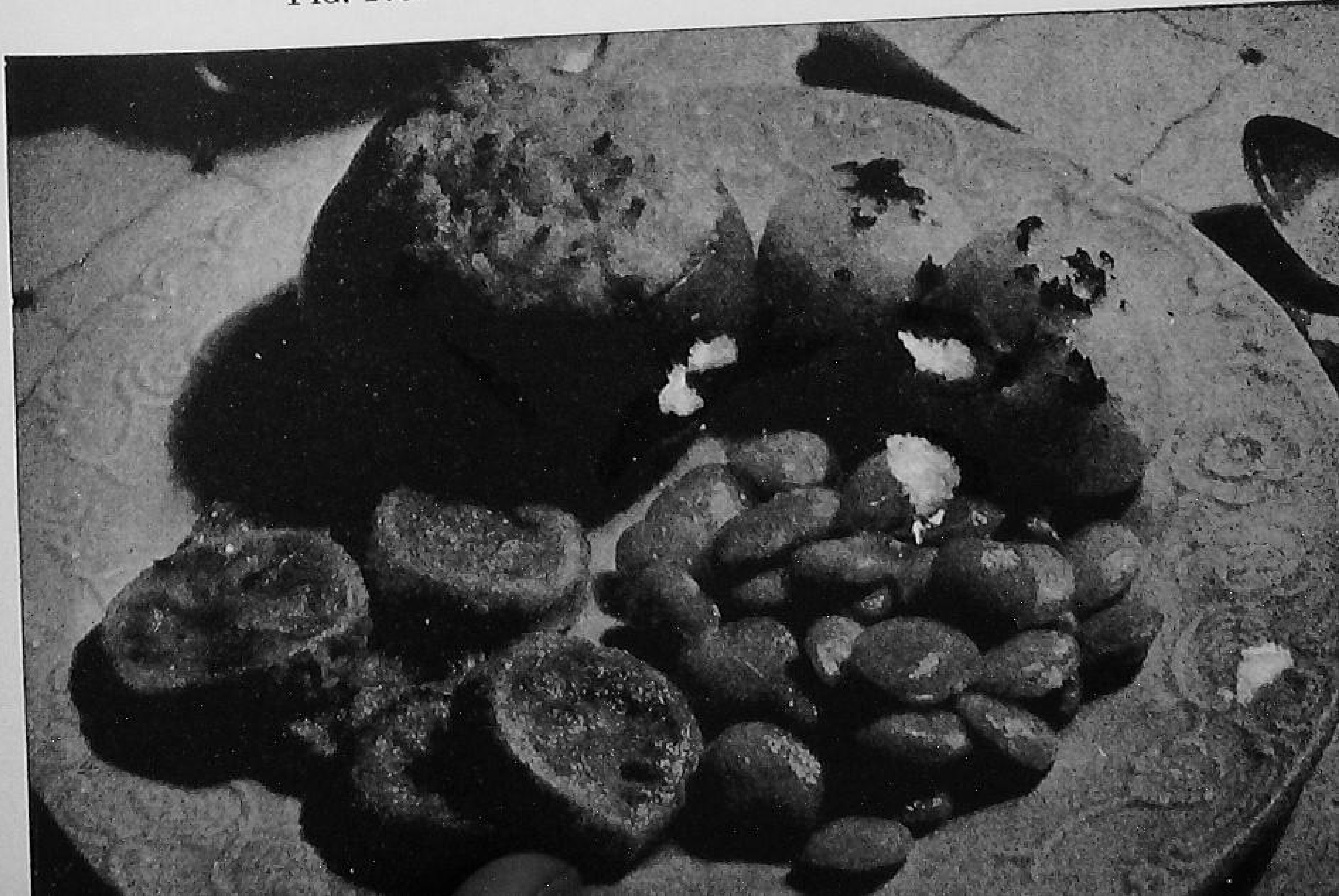
1. With the group with whom you work in the school laboratory, make complete plans for preparation of Menu I, page 399.
2. What criteria would you establish for judging the success of a meal you have prepared?
3. How will you set the table for this luncheon?
4. Prepare and serve the meal planned by your group.
5. Evaluate your results.
6. Plan, prepare, and serve a second meal, perhaps Menu II, page 399, in the school laboratory.
7. Make complete plans for the preparation of a luncheon at home (perhaps Menu III, page 399).

Vegetables for Luncheon

Cooking Vegetables to Save the Vitamins and Minerals

Vegetables and fruits have an important place in the diet because of the protective foods—minerals and vitamins. Since these substances are usually soluble in water, if the water in which vegetables have been cooked is poured down the sink, these protective foods are lost. Some vitamins (especially Vitamin C) are very easily destroyed or partially destroyed if the food is cut or washed and exposed to air. Heat also reduces or destroys some vitamins. These facts about the effect of cooking on vitamins have not yet been put into practice by all cooks. Many experienced cooks need to learn new tricks in cooking vegetables in order to save the vitamins and minerals. (Instructions for preserving these minerals and vitamins were given in Chapter 32, as well as special instructions for boiling potatoes, so if you learned them then, this is a timely review.)

Fig. 173. VEGETABLE PLATE FOR LUNCHEON



Do not use any more water than is necessary.

Do not throw away the water in which vegetables have been cooked; use it in making gravies, soups, or sauces.

Do not stir air into foods while cooking.

Do not put hot food through a sieve. Cool it first.

Do not use soda in cooking vegetables (soda destroys some of the vitamins).

Do not overcook vegetables. Short cooking processes save the vitamins and also the flavor.

Do not fry foods valuable for vitamins A, B_1, or C.

Prepare chopped vegetable salads just before serving.

Start cooking frozen foods while still frozen. Frozen vegetables require only about half as long to cook as fresh vegetables.

Serve fresh frozen fruits immediately when thawed, or when partially thawed.

These suggestions influence both the cooking method and the schedule of work. Preparing fruit for breakfast the night before, and making fruit or vegetable salad a long time ahead are not good practices. Why?

Cream of Potato Soup

2 c. diced raw potato	4 T. butter
1 qt. boiling water	1 T. flour
1 pt. milk	1 t. salt
1 onion	Pepper

2 T. finely chopped parsley

Cook the potato in the boiling water until soft, drain off and keep the potato water. Cool and rice the potato. Heat the milk in a double boiler with the onion. Cook the parsley in the fat, add the flour, stir until well blended, combine with the milk, potato, and potato water. Stir until smooth. Cook for 2 or 3 minutes, and add the salt and pepper. Remove the onion before serving.

Serve in soup bowls or cream soup cups.

Cream of Tomato Soup

2 c. canned tomatoes or tomato juice	2 or 3 drops of onion juice
⅓ c. butter	1 t. salt
⅓ c. flour	White pepper to taste

4 c. milk

Melt butter in the pan in which soup is to be made (the top part of a double boiler is recommended). Add flour and stir until

smooth. Add milk and cook until thick. Stir. Press tomatoes through a sieve, heat and add to the thickened milk mixture. Stir while cooking. Season to taste.

Serve immediately.

Cream Soup (with Soybean Flour)

1 c. milk 2 T. Soybean flour ½ t. salt

Mix the milk with the flour and salt and heat until boiling. Boil for 10 to 15 minutes until the desired consistency is reached. Cooked vegetable pulp of any kind may be added and boiled for several minutes in the soup.

Rules for Preparing Vegetables for Cooking and for the Table

Most vegetables should be washed thoroughly (scrubbed if very dirty) and cooked in their skins; or pared or peeled and cooked.

String Beans. Cook whole or in 2-inch pieces after the ends and strings have been removed.

Lima Beans, *Butter Beans*, and *Peas*. Wash, then shell for cooking.

Beets. Wash, then boil or bake in their skins, with 2 inches of top and the root left on to prevent loss of color or "bleeding." When beets are almost tender, dip them in cold water and then break the skin with the fingers and slip it off.

Cabbage. Wash, discard defective outer leaves, inspect for insects, and slice, shred, or cut in wedge-shaped pieces. Freshen for 15 to 30 minutes in cold water before slicing if necessary.

Cauliflower. Remove leaves and stalks. Wash, soak head in cold salted water for 30 minutes. Cook whole with head up, in uncovered vessel.

Carrots. Scrub, scrape off the skin, and cook whole, diced or sliced crosswise or lengthwise. Old carrots should be peeled to remove the tough skin.

Celery. Scrub under running water with a vegetable brush.

Celery Prepared for the Table, Club Style. Wash and scrub each bunch. Cut the stalks in quarters lengthwise and serve on crushed ice or very cold. The tough outer stalks must be removed before preparing celery club style.

Greens. Wash by dipping up and down in three or four fresh waters, or cleanse leaf by leaf under running water.

Peppers. Cut open at stem end (around the stem), or cut in halves, and remove seeds.

Potatoes. Scrub and boil either in skins whole or in pieces after paring. Bake in their skins to retain steam, which helps to make them mealy. Pare potatoes as thinly as possible.

Vegetables may be cooked in boiling salted water until tender (1 teaspoon of salt to 1 pint of water).

Strong vegetables (cabbage, cauliflower, onions) if cooked in an uncovered vessel will be milder in flavor.

Green vegetables will preserve their green color if cooked in an uncovered vessel.

The length of time for cooking will vary with the age of the vegetable. Older vegetables require longer cooking time.

Boiled vegetables may be served with butter or with a milk sauce (white sauce).

Spinach

Pick over spinach and discard wilted leaves. Cut off stem ends. Wash in several waters to remove grit. If young and tender, spinach may be cooked in the water that clings to the leaves. Heat slowly, stirring frequently, until well cooked down and tender (10 to 15 minutes). Chop fine, season with pepper, salt, and butter. If desired add lemon juice or vinegar. Serve garnished with slices of hard-cooked egg.

Older spinach will require the addition of a small quantity of water. Cook until tender (about 20 minutes), drain, chop, and season.

Turnip or Mustard Greens

Select young tender turnip or mustard greens. Wash carefully. Place in a covered kettle with no water except what is on the well-washed greens. Brown in a skillet 3 or 4 thick (½-inch) slices of salt pork. Add salt pork to greens and cook until the greens are tender. The age of the greens determines the length of cooking. Tender young greens will cook in from 30 minutes to an hour. Old greens may require from one to two hours.

Wilted Dandelion Greens

2 qt. dandelion greens	¼ c. mild vinegar
4 T. bacon fat	1 t. salt

Wash the greens thoroughly, and cut into small pieces with

scissors. Heat the bacon fat, vinegar, and salt in a skillet, add the greens, cover, and cook at moderate heat until the greens are wilted. Serve at once.

Boiled Cabbage

Wash and chop or shred young cabbage and cook in boiling salted water until barely tender, 8 to 10 minutes. Drain the water, season with salt, pepper, and melted butter.

Lima Beans

Wash beans and just cover with salted water. Cook in uncovered vessel to preserve green color. Cooking time 20 to 40 minutes, depending on age of beans. Cook until tender. The beans should soak up most of the water so there is little to drain.

Serve with butter, and additional seasonings if desired.

Carrots

Scrape outer skin from tender carrots. Cook whole in boiling salted water until tender. The cooking time will vary with the age of the carrots. Approximate time, 20 to 40 minutes.

Serve whole, or sliced, with melted butter. Season to taste with salt and pepper.

Scalloped Tomatoes

2 lb. fresh tomatoes or
  1 No. 2 can of tomatoes
2 c. fresh bread crumbs
  (fresh bread crumbled or
  cut in half-inch cubes)
2 to 3 T. fat

½ bay leaf
2 whole cloves
2 T. sugar
2 t. salt
⅛ t. pepper

Peel fresh tomatoes, cut in pieces and cook until soft. Add seasoning to canned or cooked tomatoes and boil for five minutes. Remove bay leaf and cloves. Put alternate layers of bread crumbs and tomatoes in buttered baking dish; pour over it the melted butter and cook in moderate oven about 10 to 15 minutes.

Stuffed Summer Squash

Select small even-sized round white summer squash. Wash, boil in salted water until almost tender. Drain from water.

Remove stem end by cutting a circular opening in the top of the squash. Remove the pulp, being careful to preserve the shell.

Cook the pulp until thick with one or two tablespoons of cream. When thick, season with a little butter, salt, and pepper to taste.

Fill the shells, cover with buttered crumbs and brown in a hot oven.

Stuffed Peppers

4 medium-sized green peppers	1 T. minced onion
⅔ c. ground ham or other meat	Salt and pepper to taste
1 c. bread crumbs	Tomato juice or meat stock to moisten
1 T. butter	½ c. buttered bread crumbs

Cut the tops from the peppers and remove seeds. Drop into boiling salted water. Allow peppers to stand in hot water (below the boiling point) for 10 minutes. Remove, drain and stuff. Cover with buttered crumbs and bake in moderate oven (350° F.) until tender (15 to 20 minutes).

To make the stuffing, melt butter, add onion, and cook slightly. Mix bread crumbs and meat and add to onion and butter. Moisten with tomato juice or meat stock, season to taste. Fill peppers.

Corn Pudding

3 eggs	1 t. salt
2 c. fresh or canned corn, or dried corn soaked and cooked	Pepper
2 T. melted butter	2 c. milk

Beat the eggs, add all the other ingredients, and more salt if necessary. Pour into a greased baking dish, place in a pan of hot water. Bake in a moderate oven (350° F.) for about 1 hour, or until set in the center.

Corn canned Maine style; that is, with the grain cut and the pulp scraped out, is especially good for use in corn pudding. Fresh corn is delicious in corn pudding.

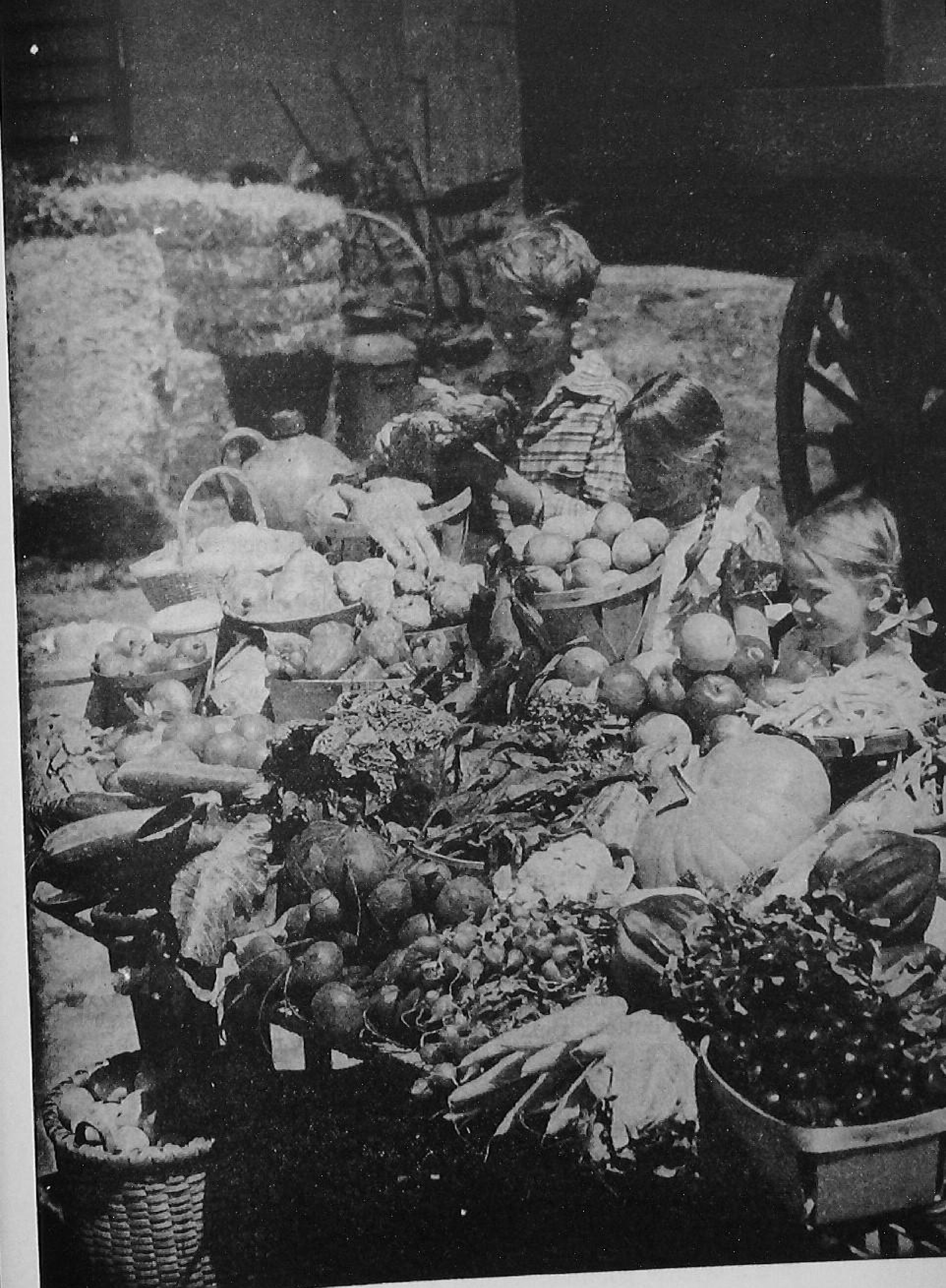


Fig. 174. YOUR PROTECTIVE FOODS: FRESH VEGETABLES AND FRUIT

WHITE SAUCE

For Creamed Vegetables or Meats and Soups

PROPORTIONS FOR CREAMED VEGETABLES, EGGS, OR MEATS	PROPORTIONS FOR CREAM SOUPS
1 c. milk	1 c. milk
2 T. flour	1 T. flour
2 T. butter or margarine	1 T. butter or margarine
½ t. salt	½ t. salt

Methods of Combining White Sauces

Method I

Melt fat in a frying pan or in the top part of a double boiler; remove from heat and stir flour in to make a smooth paste. Add one-third of the hot milk and stir until the mixture is smooth. Add the remainder of the liquid and salt, and cook until smooth and thick. The process takes about 10 to 15 minutes over direct heat, and about 25 to 30 minutes in a double boiler.

Method II

Mix flour with ¼ c. of liquid and stir until smooth. Add the remainder of the liquid and cook in double boiler or over direct heat, stirring constantly until it thickens. Add fat and salt.

POTATOES

For Baked Potatoes (see page 374)

Stuffed Baked Potato

Cut baked potatoes in half (as soon as taken from the oven). Remove the inside, mash; season with salt, pepper, and butter. Add enough hot milk to make the consistency of mashed potatoes. Beat smooth and light. Refill the skins, dot with butter or brush with melted butter. Bake until brown (8 to 10 minutes) in a hot oven (400° F.).

Scalloped Potatoes

6 medium-sized potatoes	1 t. salt
2 T. flour	1 pt. hot milk
6 T. butter	2 T. chopped parsley

Wash the potatoes, cook in boiling salted water until half done, skin, and slice or cut in cubes. Grease a shallow baking dish, place in it a layer of potatoes, sprinkle with some of the flour and salt,

and dot with fat. Continue until all the potatoes are used. Pour in the hot milk, cover, and bake in a slow oven for 1 hour, or until the potatoes are brown on top and soft throughout. If they become dry add more milk. (Left-over boiled potatoes may also be used.)

Serve the potatoes in the baking dish, and just before it is sent to the table sprinkle the chopped parsley over the top.

Candied Sweet Potatoes

6 medium-sized sweet potatoes
1 c. corn sirup
½ t. salt
4 T. butter
½ c. sugar

Partially cook the sweet potatoes in boiling water, cool, and skin. Cut the sweet potatoes in halves lengthwise, or in three pieces if the sweet potatoes are large. Put in a greased baking dish large enough for just one layer, not packing too closely. Make a sirup by boiling the corn sirup, sugar, salt, and fat until fairly thick. Pour the sirup over the sweet potatoes. Bake in a very moderate oven for 1 hour or more. Turn the sweet potatoes carefully as they are cooking.

Quick-Cooked String Beans

Wash tender young beans, remove tips and strings, cut into small pieces, or if very young and tender, leave whole. Drop the beans in a small quantity of boiling salted water, leave uncovered, and cook for from 15 to 30 minutes. As soon as the beans are tender, drain, season with more salt if needed, pepper, and melted butter, cream, or other fat.

Broccoli

Trim off and discard the leaves and tough lower portion of the stalks of broccoli. Thoroughly wash the remaining center stalks with flower heads attached, and cut lengthwise into strips. Drop into lightly salted boiling water, leave the kettle uncovered, and cook for 15 to 25 minutes. As soon as the broccoli is tender and while the color is still fresh green, drain, season with salt and pepper to taste, and add melted butter or other fat. A little lemon juice is a good addition to the melted butter sauce.

Cauliflower

Select a close whole head of cauliflower. Remove the outer green leaves. Wash in cold water. Drop the whole head of cauliflower,

head up, in boiling salted water. When nearly tender turn over to cook the top. Remove whole head, being careful not to break it. Place in a serving dish. Dash with paprika and pour over the cauliflower a little melted butter.

Creamed Celery

Clean the celery, and cut into pieces about three-fourths inch long. Cook in a small quantity of boiling salted water for 15 to 20 minutes, or until tender. Drain and combine with white sauce made in the proportion of 2 tablespoons flour and 2 tablespoons butter to 1 cup milk (page 408). Season and serve at once. The tougher stalks of celery from several bunches may be used in this way and the hearts served raw.

Swiss Chard

Select fresh crisp chard; if at all wilted, crisp it by allowing it to stand in cold water for 10 or 15 minutes. Strip the leaves from the stalks, and cut the stalks into inch pieces. Cook for about 20 minutes in unsalted boiling water in an uncovered pan. Add the leaves to the stalks and continue the cooking until all are tender, about 10 minutes longer. Drain, season with melted butter or other fat, salt, and pepper, and serve hot with lemon or vinegar.

Baked Tomatoes

Wash tomatoes, remove the stem ends, cut in half, place in a shallow greased baking dish, cover with buttered bread crumbs seasoned with salt and pepper. Add a little water to keep the tomatoes from sticking to the dish. Bake in a moderate oven for 30 minutes, or until the tomatoes are tender and the crumbs brown. Do not overcook as the tomatoes will fall apart when served.

Mashed Turnips

Pare the turnips and cut in thin slices. Cook in salted water in an uncovered kettle for about 20 minutes, or until tender. Drain, press through a colander, season with cream or butter, and more salt if needed. Serve at once with a sprinkling of paprika over the top.

Fresh Green Peas

Shell, wash, and drain green peas just before cooking, drop into a

small quantity of lightly salted boiling water, and simmer (do not boil) for 15 to 20 minutes, or until tender. Serve the small quantity of water left with the peas, and add butter, salt, and pepper.

Frozen vegetables. Most vegetables can be frozen. Good frozen vegetables contribute year-round garden freshness to the menu. A home garden and home freezer make this possible. Your State Agricultural College will supply a bulletin on how to grow and freeze at home vegetables of the best quality.

The market offers many commercially packed frozen vegetables of differing quality. To become a wise buyer of these products, remember the brands that you find of superior quality.

In buying frozen foods, select only a package that is frozen firmly. If it has begun to soften, it is thawing, and deterioration sets in quickly after thawing begins. Freezing, unlike canning, does not destroy the organisms that cause food to spoil, but only renders them inactive. When the temperature rises above zero, foods begin to lose quality and then spoil.

Cooking frozen vegetables. Frozen vegetables cook more quickly than fresh ones. Use only a little water (¼ to ½ cup for 4 or 5 servings) and cook frozen vegetables quickly until just tender. Bring lightly salted water to a boil; add frozen vegetables. Use tightly covered saucepan so steam will help in the cooking. Overcooking destroys flavor, texture, vitamins, and detracts from the appearance of the vegetables.

CLASS DISCUSSION AND ACTIVITIES

1. Prepare a cream soup and serve it as a soup course.
2. Prepare a vegetable at home in a different way from usual.
3. Learn to cook spinach and other greens.
4. Investigate vegetable cooking at home. Are maximum amounts of vitamins and minerals being saved? You can be the means of applying in your kitchen this new knowledge of nutrition and its relation to cookery. Introduce the new quick method of cooking cabbage if it is not already used.
5. Make a scalloped vegetable: tomatoes, cabbage, or potatoes.
6. How should each be taken care of after delivery: lettuce, cabbage, carrots, celery, tomatoes, spinach, potatoes, frozen peas?
7. Introduce at home a new way of cooking white or sweet potatoes, or introduce some less common vegetables: cauliflower, broccoli, stuffed peppers, Swiss chard, eggplant, creamed celery.

A One-Course Hot Luncheon

A MAIN HOT DISH (meat or meat substitute), served in a casserole, a quick bread, or potatoes, one or two vegetables, and a beverage is a typical pattern for a one-course luncheon menu.

Luncheon is the time for serving foods that are cooked in baking dishes and casseroles. What is a casserole?

SUGGESTED LUNCHEON COMBINATIONS

I

Scalloped Salmon or Fish Flakes
Spinach Corn-meal sticks
Milk

II

Cheese Soufflé
Tomato Salad Muffins
Cocoa

III

Baked Eggs and Rice (Tomato Sauce)
Carrots Graham Muffins
Hot Chocolate

IV

Scalloped Oysters
Celery Hot Biscuit
Milk

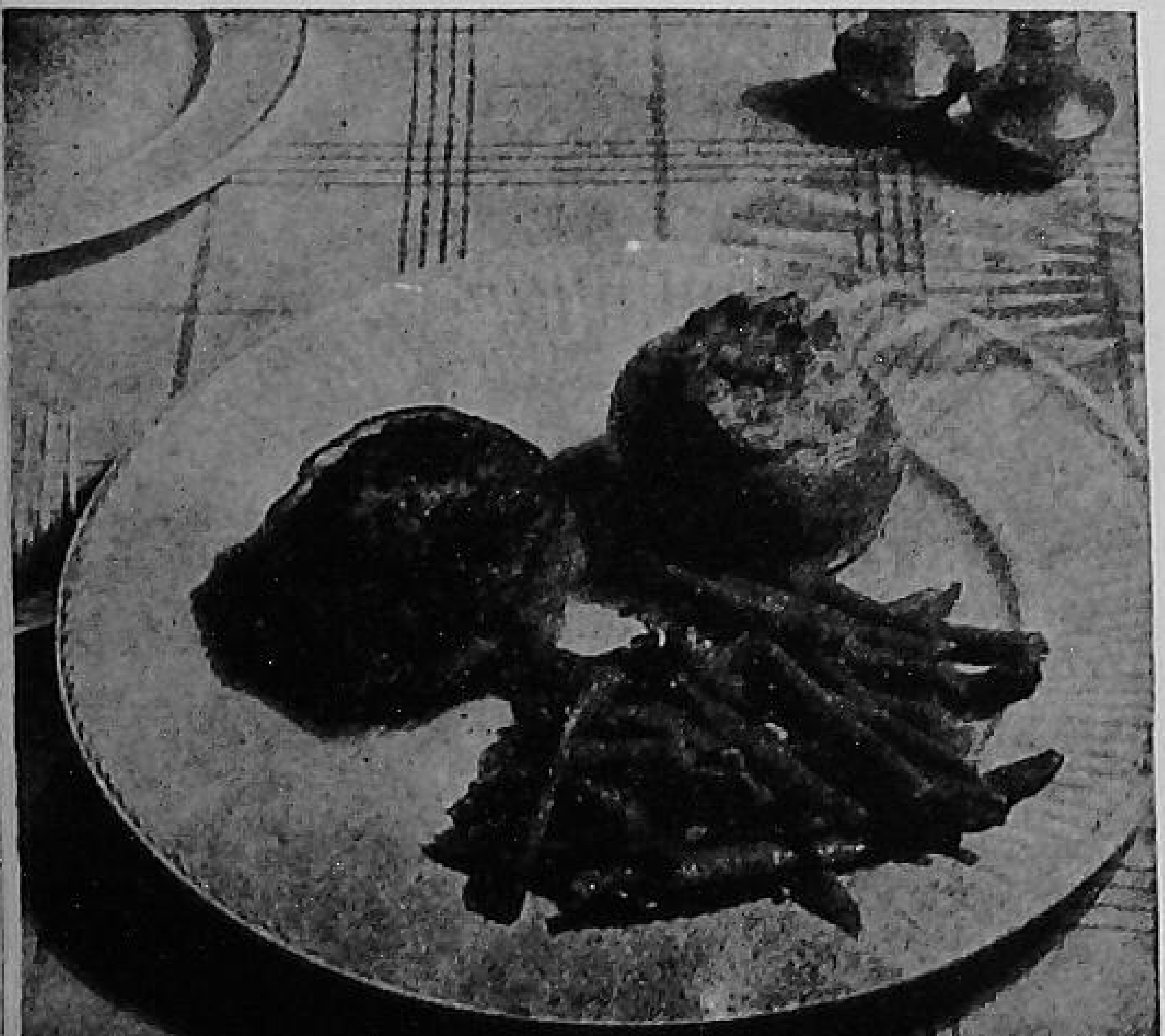
V

Meat Loaf (Tomato Sauce)
Baked Potato Swiss Chard
Milk

VI

Hamburger Steak or Broiled Chicken
Stuffed Tomatoes Beans
Milk

FIG. 175. A TEMPTING HOT LUNCHEON PLATE



MAIN LUNCHEON DISHES

Scalloped Salmon

1 lb. can salmon (2 c.)
2 T. butter
2 T. flour
1½ c. milk
¾ t. salt
1 c. buttered bread crumbs

Break the salmon into pieces and remove the bones. Prepare a sauce of the fat, flour, milk, and salt. Place a layer of the salmon

in the bottom of a greased baking dish, add some of the sauce, then another layer of salmon, and so on until all the ingredients are used. Cover the top with the buttered bread crumbs and bake in a moderate oven until the sauce bubbles up and the crumbs are brown.

Cheese Soufflé

- 4 eggs
- 1½ c. milk
- 1 c. fine dry bread crumbs
- 1 T. butter or other fat
- ½ lb. American cheese
- ¾ t. salt
- ⅛ t. paprika
- 3 drops Tabasco sauce (if desired)

Heat the milk, bread crumbs, and fat in a double boiler. Cut the cheese into small pieces, add it to the hot mixture, and stir until the cheese has melted. Add the well-beaten egg yolks. Season to taste with paprika and Tabasco. Cool the mixture and fold into the stiffly beaten egg whites containing the salt, pour into a greased dish, and bake in a very moderate oven (300° F.) for one hour, or until set in the center.

Serve immediately in the dish in which it is baked.

Cheese soufflé may also be baked in individual dishes.

Baked Eggs and Rice in Tomato Sauce

- ½ c. uncooked rice
- 1 pt. canned tomatoes
- ¾ t. salt
- 1 bay leaf
- 1 onion
- 2 T. melted butter or other fat
- 2 T. flour
- 5 eggs
- 2 T. grated cheese
- 1 c. buttered bread crumbs
- 4 cloves

Cook the rice in a large quantity of boiling salted water for 20 minutes, or until tender, wash in cold water, drain, and let steam and swell over hot water.

Prepare a sauce by cooking the tomatoes and seasonings for 10 minutes, strain, and thicken with the blended fat and flour.

Make a layer of the rice in a shallow greased baking dish, drop the raw eggs carefully on the rice, pour on the sauce, and sprinkle on top the grated cheese mixed with the buttered bread crumbs.

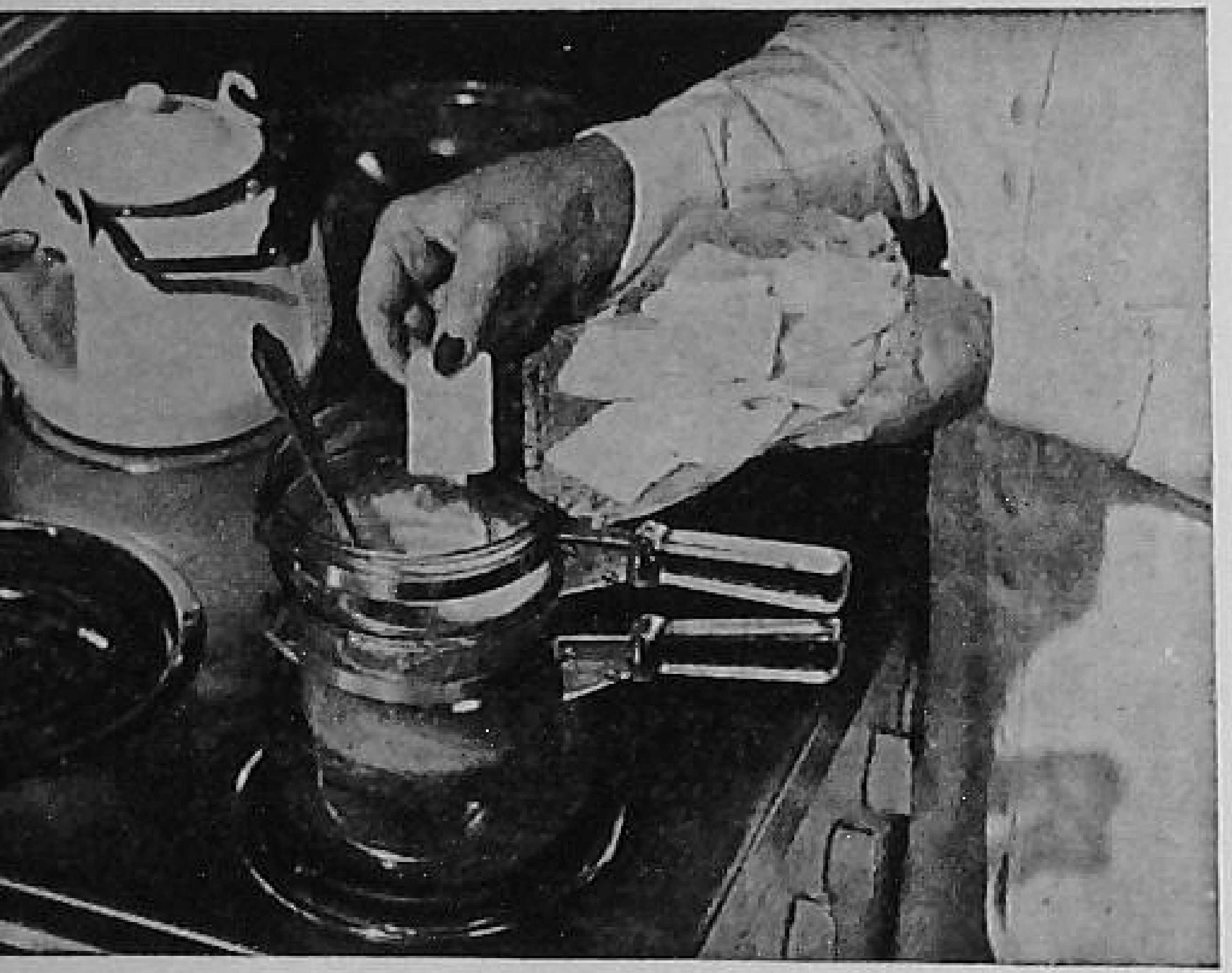
Bake in a slow oven (about 275° F.) until the eggs are set.

Serve in the baking dish.

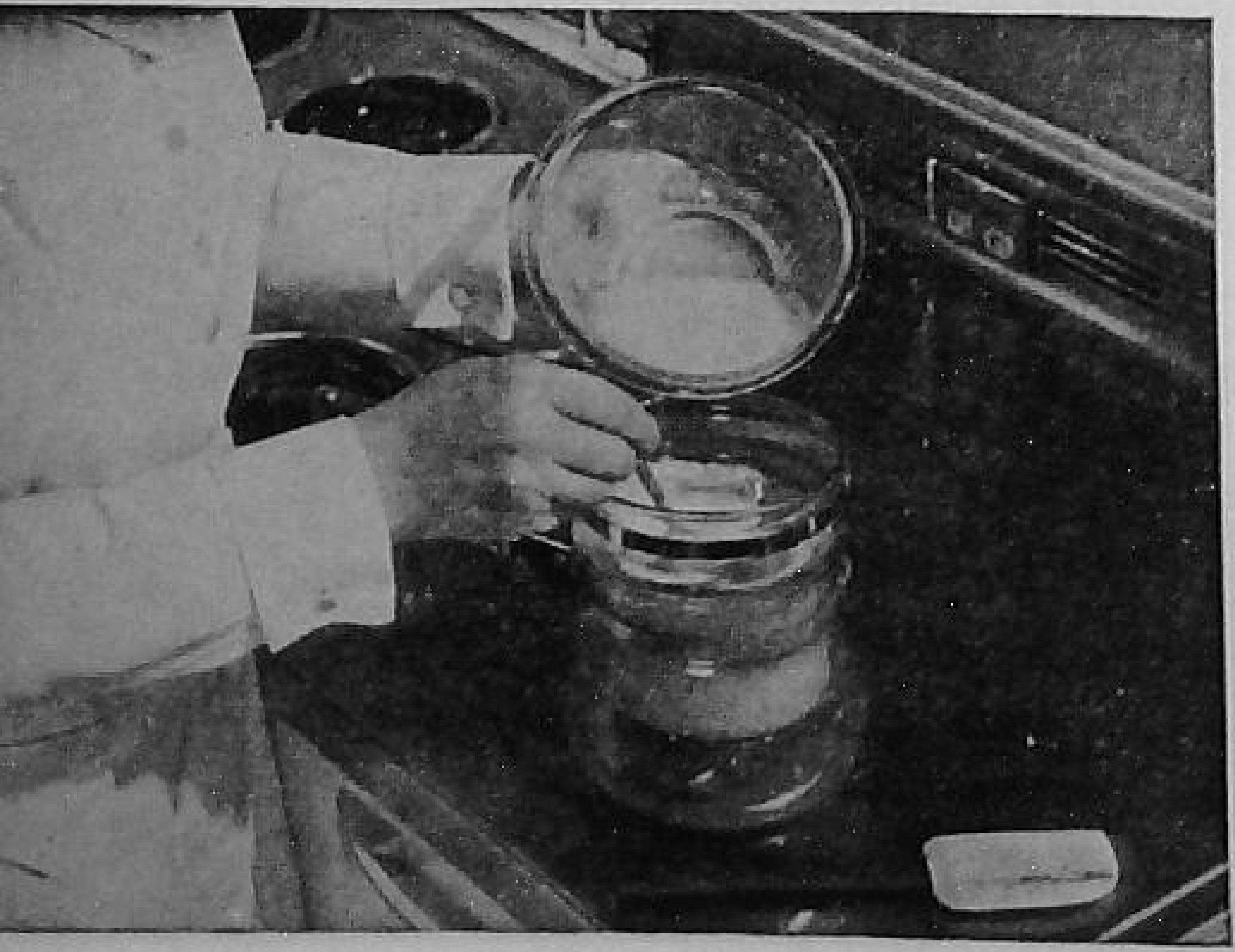
Scalloped Oysters

- 1 pt. oysters
- 1 c. dry bread crumbs
- 2 T. melted butter
- Salt
- Pepper
- Milk

STEP 1. *Assemble utensils and ingredients.*



STEP 2. *Add cheese to cream sauce.*



STEP 3. *Remove sauce from heat and add beaten yolks.*

FIG. 176 A. MAKING CHEESE SOUFFLÉ

Drain the oysters from their liquor and pick out any pieces of shell. Mix the crumbs and melted fat, spread a thin layer of the crumbs in the bottom of a greased baking dish, cover with half the oysters, season with salt and pepper, add another layer of crumbs, and remaining oysters. Pour on the oyster liquor and, if needed, milk to moisten thoroughly, cover the top with the remaining crumbs, bake in a moderate oven (350° F.) for 25 to 30 minutes.

Serve from the dish.

Scalloped oysters are particularly good cooked in individual baking dishes or in large scallop shells.

MEAT

Meat is probably the most relished single item of food. Because of its rich flavor meat satisfies the appetite which accounts for our partiality for this food. Meat once a day, however, is enough for most people; it may be served for either luncheon or dinner. We may choose from several kinds: beef, veal, pork, mutton, lamb, and poultry.

Meat is easily prepared and is a boon in planning meals, for it is not only good the first day it is served but even to the last piece. It may be

served hot, or cold, and in addition it can be used with vegetables and in leftover dishes that are as good as the original roast or fowl. Who doesn't like turkey hash, chicken croquettes, or meat and vegetable pie?

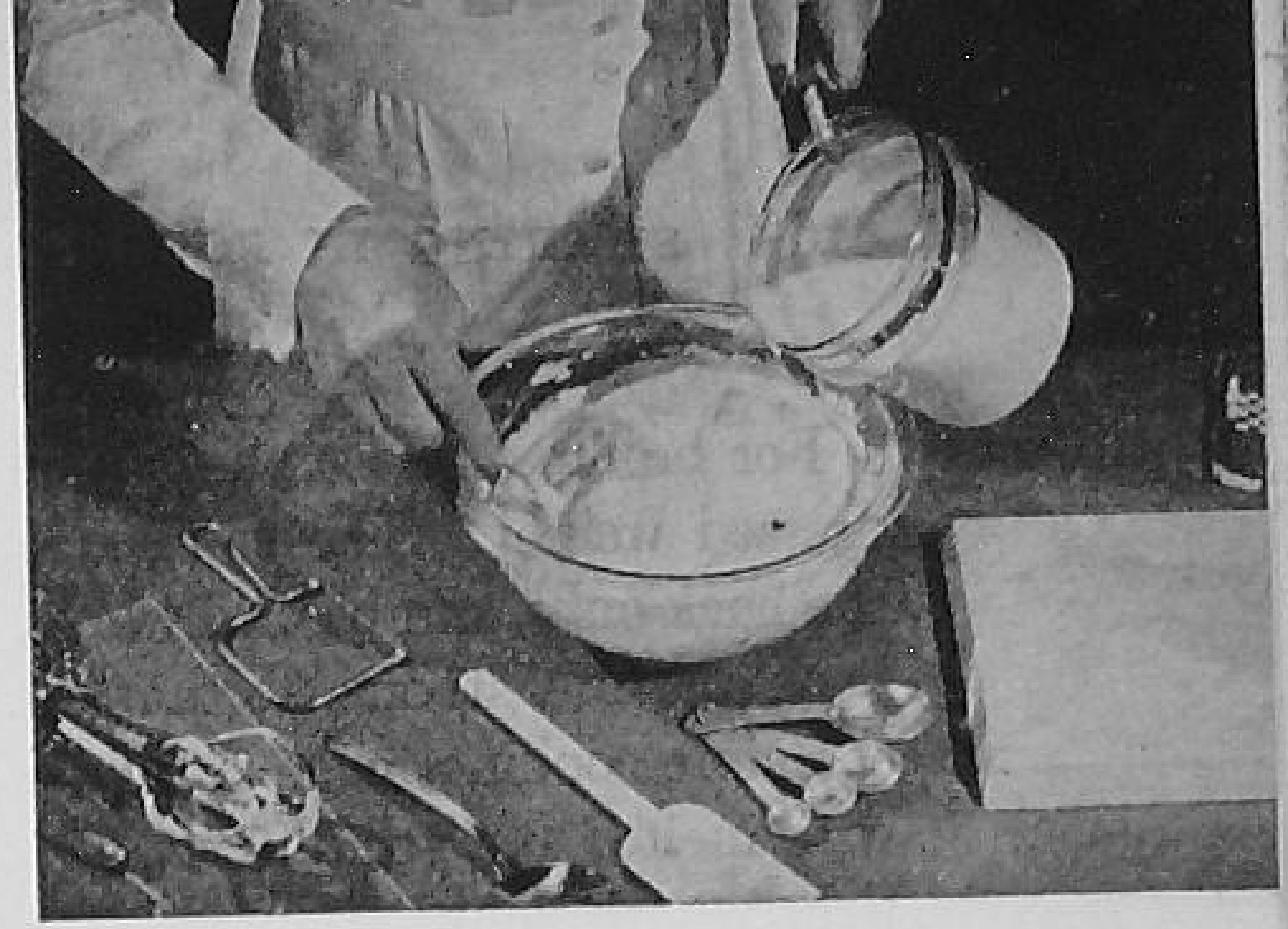
Food value of meat. Meat is primarily a protein food and is therefore valuable body building material. It is also a source of some of the vitamins. Lean meat is valuable for its mineral content, especially iron; and since meat contains some fat, especially pork, it is also an energy food.

Liver and kidney deserve special mention for their vitamin content.

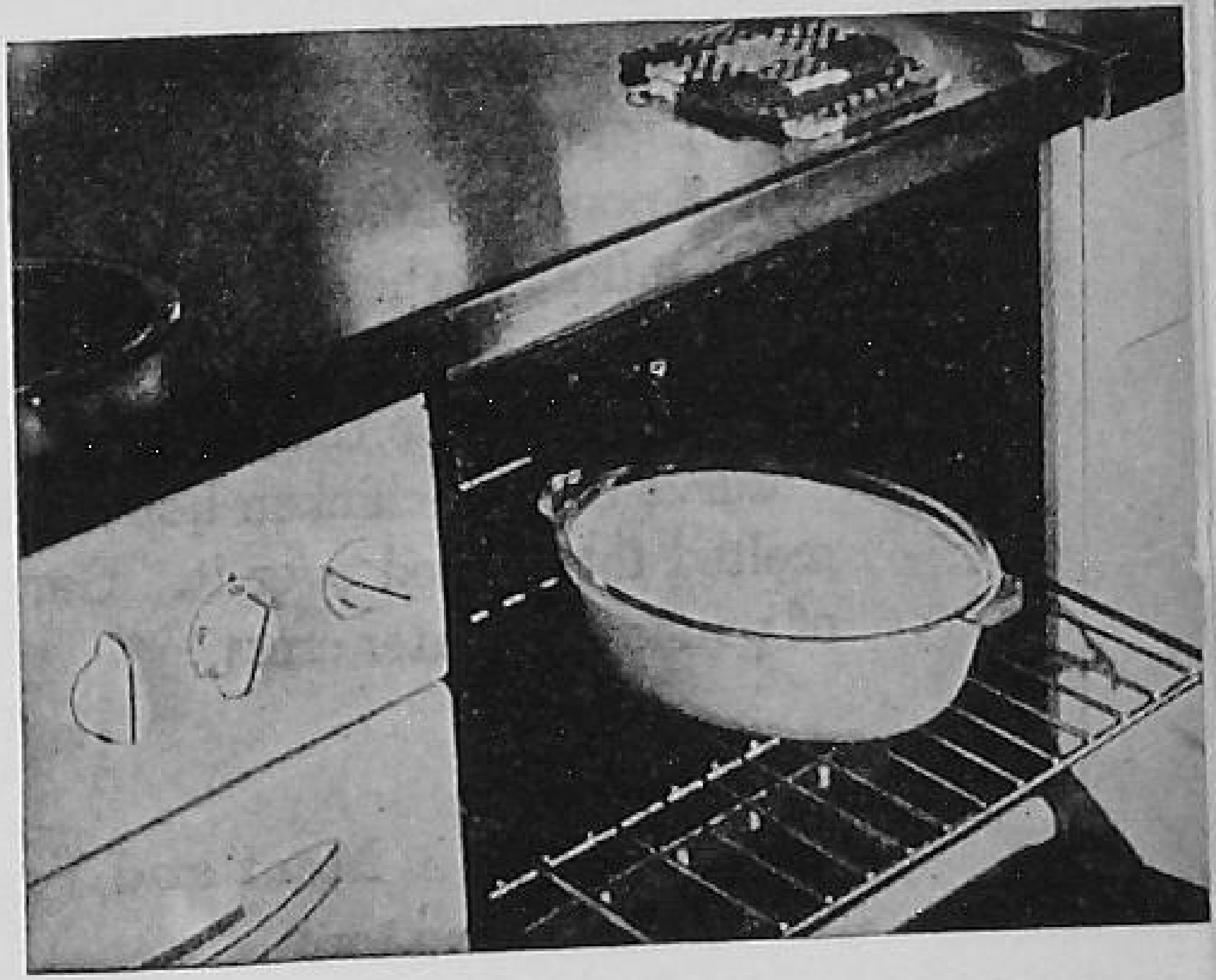
The tender cuts of meat are expensive but the less tender cuts are equally good food if one knows how to cook them to bring out their best qualities. Meat loaf and Hamburger steak are excellent ways of cooking these less tender cuts of beef.

Tender cuts of beef. For steaks: sirloin, porterhouse, tenderloin, club, rib (short cut); for roasts: rib, loin.

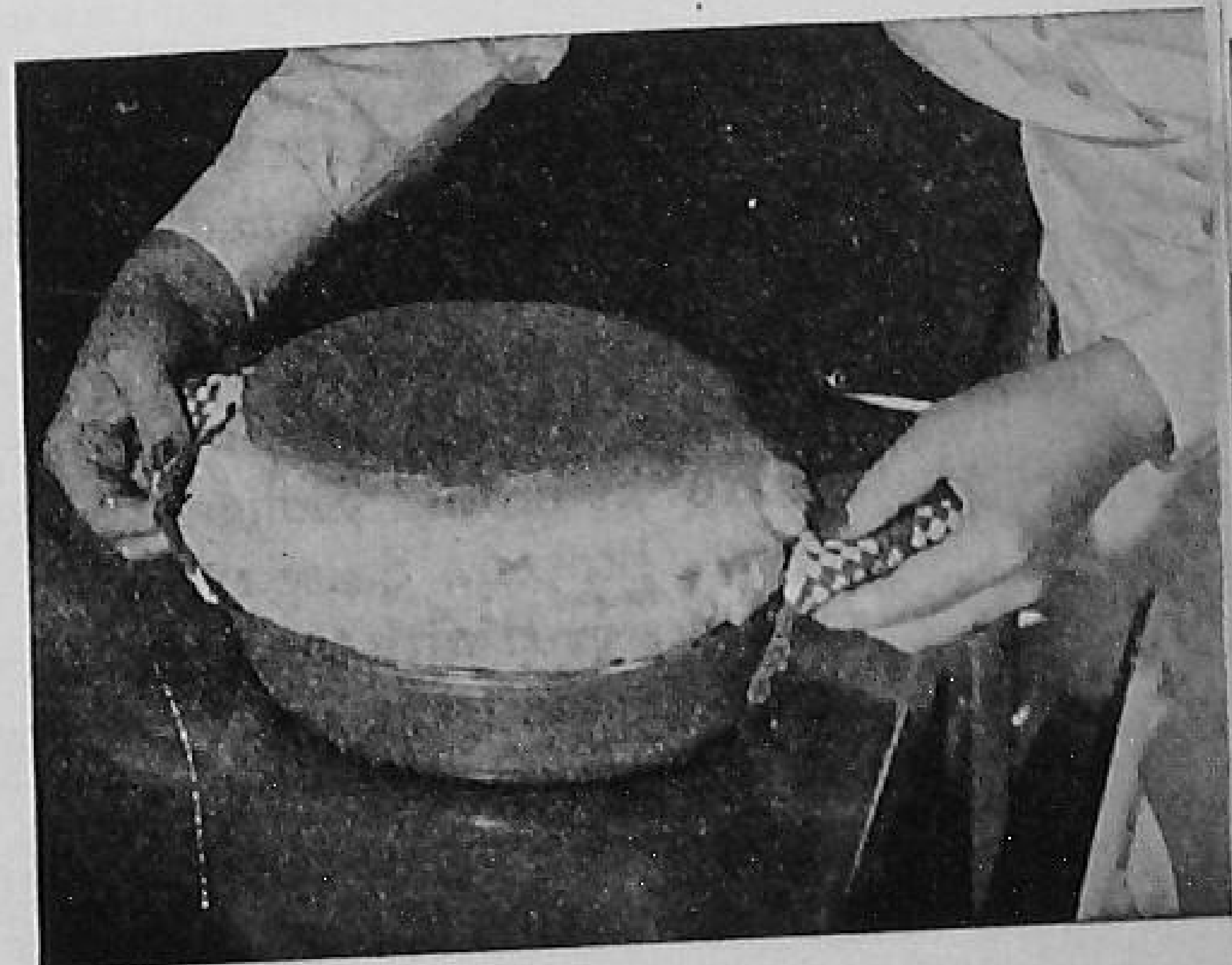
Less tender cuts of beef. Steaks: chuck, shoulder, flank, round, rump. Roasts: chuck ribs, round, rump. Stews: neck, plate, flank, shank.



STEP 4. *Fold mixture (after being cooled) into stiffly beaten egg whites.*



STEP 5. *Bake in a slow oven.*



STEP 6. *Remove soufflé from oven carefully.*

FIG. 176 B. MAKING CHEESE SOUFFLÉ

Broiled Chicken

For broiling, select plump young chickens, not over 2½ pounds dressed weight. The smaller sized broilers are often split down the back only, and broiled whole. Larger birds are split down both back and breastbone, so that each half makes a serving.

Before cooking, wipe the chicken as dry as possible. Then coat with melted fat, sprinkle with salt and pepper, and if desired dust lightly with flour.

Start the cooking with the chicken skin side down on the rack of the broiler or in a roasting pan several inches from the source of heat. Keep the heat very moderate for even cooking. Turn the chicken several times as it browns, and baste frequently with the pan drippings or with other melted fat.

A 2-pound chicken (dressed weight) will probably need from 30 to 45 minutes when broiled at moderate heat, in order to be thoroughly done to the bone. The slow, even cooking keeps the juices in the meat while the outside takes on a delicate brown.

Serve broiled chicken hot off the grid, with the pan drippings or melted fat poured over it. Garnish with toast points and a sprig of parsley or water cress.

Meat and Vegetable Soup

1 large soup bone	2 c. tomatoes
3 qt. boiling water	1 c. diced carrots
1 c. chopped onion	1 c. diced turnips
2 c. chopped celery and leaves	2 c. diced potatoes

Salt and pepper to taste

Select a beef bone or a knuckle of veal and crack the bone to get out all the good flavor and food value. Wash the bone, being careful to remove any small slivers, cover with the water in a large kettle, and simmer for about 4 hours, or until the meat is tender. Then add the onions, celery, tomatoes, carrots, turnips, and potatoes to the broth. Simmer gently until the vegetables are tender, but not broken. Season to taste with salt and pepper. The meat may be served with the soup, either left on the bone or ground and added to the soup, or it may be saved and made into hash or croquettes.

This recipe makes about 3 quarts of soup. The soup is equally good reheated and served another day.

To make even more substantial soup, rice, short pieces of macaroni or spaghetti, pearl barley, or cracked wheat may be added.

Irish Stew

1½ lb. lean raw lamb or mutton	2 onions, sliced
Salt and pepper	4 potatoes, diced
Flour	4 carrots, diced
Fat	2 turnips, diced

1 T. chopped parsley, if available

Shoulder, neck, flank, and shank of lamb or mutton are all good for Irish stew. Cut the meat in inch cubes; sprinkle with salt, pepper, and flour; and brown with the onions in 2 to 3 T. of fat. Add water to cover and let lamb simmer 1½ hours or until tender. Mutton takes more time, probably 2½ to 3 hours. Add the diced vegetables and cook until tender. If the stew is not thick enough, mix 1 to 2 T. flour with an equal quantity of cold water to make a smooth paste. To the paste add several spoonfuls of the stew, then stir the mixture into the rest of the stew and cook until smooth and thickened. Season with salt, pepper, and parsley.

Meat Pie

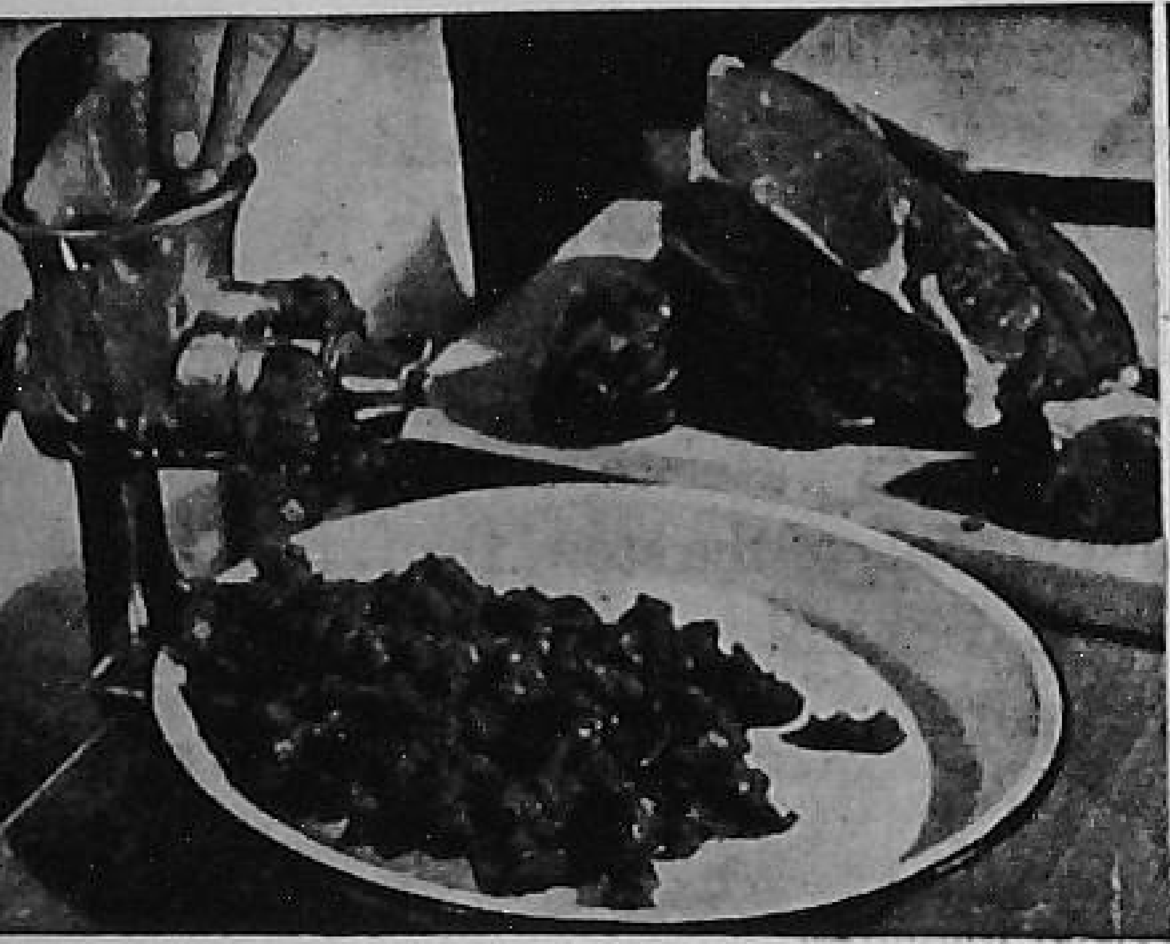
1 lb. lean raw beef	2 c. cooked tomatoes
Salt and pepper	1 c. cooked snap beans
Flour	1 c. liquor from beans
Fat	Chopped parsley, if available
2 or 3 onions, sliced	Pastry

Select lean beef from round, chuck, flank, shank, neck, or brisket. Cut the meat in inch cubes, sprinkle with salt, pepper, and flour and brown in 2 or 3 T. of fat. Add the onions and brown them. Then add the tomatoes and 1 cup of the liquor in which the beans cooked. Simmer 2½ to 3 hours, or until the meat is tender. If the stew needs to be thickened, mix 1 to 2 T. of flour to a smooth paste with an equal quantity of cold water. To the paste add several spoonfuls of the stew, then stir the mixture into the rest of the stew and cook until smooth and thickened. Season to taste. Add the beans, and perhaps parsley. Put stew into shallow pan or baking dish.

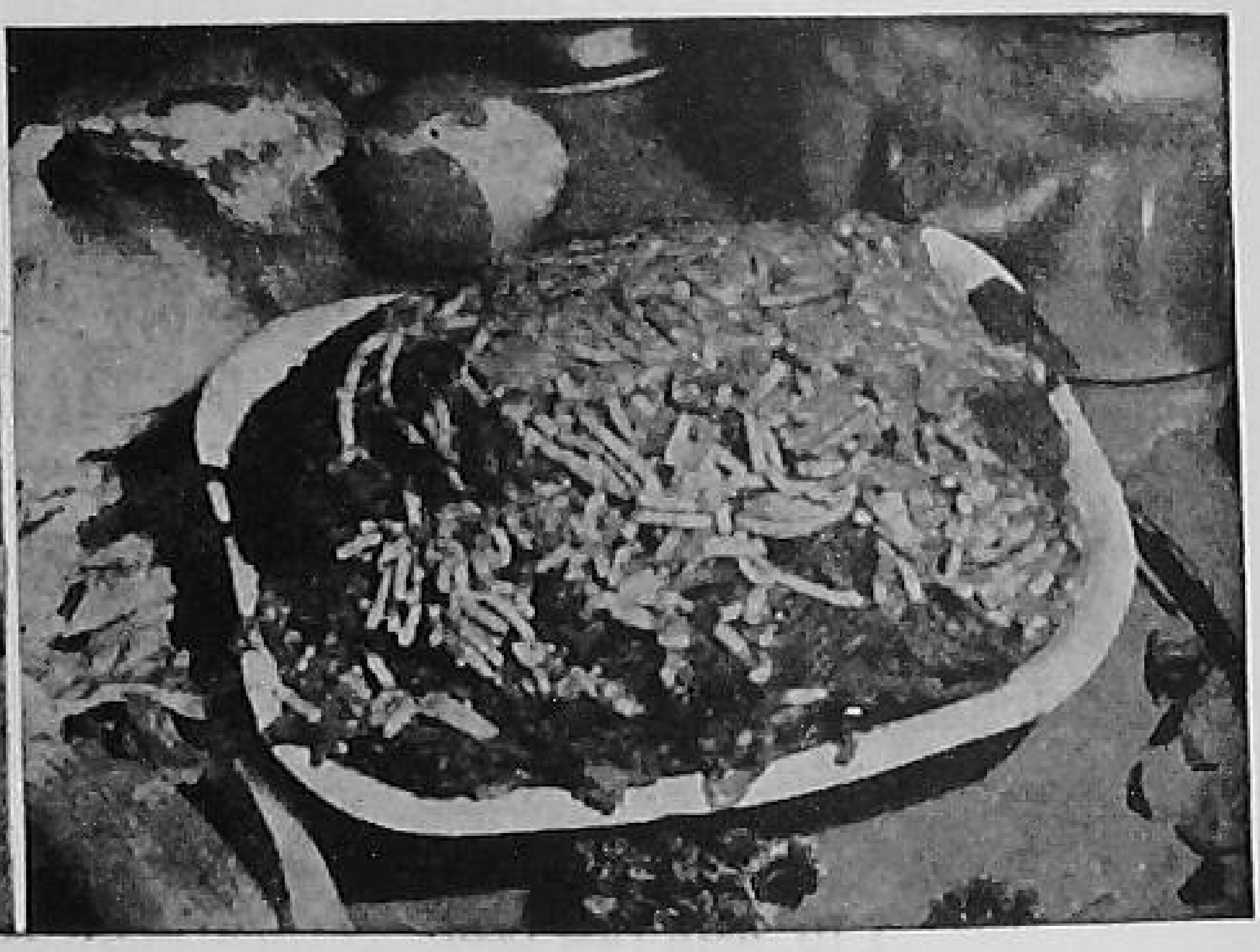
The pastry crust is made in the same way as biscuit dough (see recipe, page 425) but with twice as much fat. Roll dough about ½ inch thick to the size of the baking dish. Make a few slashes to allow steam to escape. Place on top of the meat filling, and bake at 425° F. The crust bakes better if the filling is hot at the start.

Ground beef on toast is now ready for broiling.

Mold the loaf on tough paper.

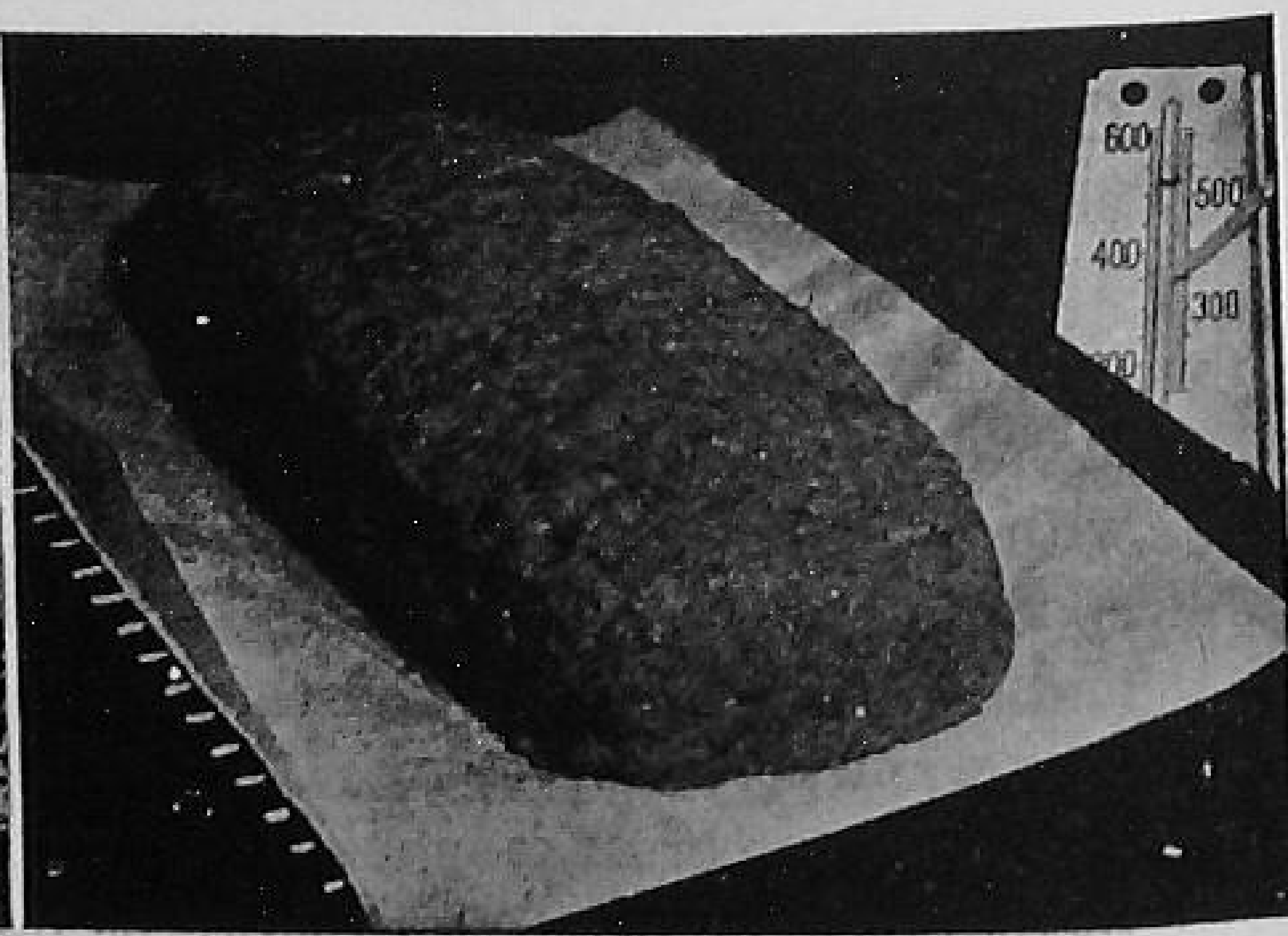


The meat grinder is an aid to cooking tough meat.



Crumbs and thick sauce are good binders for meat loaf.

Hamburg steak on onion rings is now ready for the broiler.



Bake meat loaf in an open pan in a moderate oven (350 F.).

FIG. 177. GROUND MEAT IN SAVORY WAYS

Frozen Meat Pie. When time is more valuable than money, try a frozen meat or chicken pie. Expensive maybe, but easy and good.

Stuffed Beef Flank Steak

Flank steak of beef	4 T. fat
½ c. chopped celery and leaves	1½ c. soft bread crumbs
1 small onion, chopped	Salt and pepper to taste

Select a large flank steak or two small ones, not cut or scored. For the stuffing, cook the celery and the onion in 2 T. of the fat for a few minutes, add the bread crumbs, and season with salt and pepper. Spread the stuffing over the steak. Beginning at one side of the steak, roll it up like a jelly roll, and tie securely in several places with clean string.

Brown in 2 T. of fat in a heavy frying pan or a baking pan, on top of the stove. Turn the meat frequently until browned on all sides. Slip a rack under the meat in the pan, cover closely, and cook until tender in a moderate oven (350° F.) — about 1½ hours.

Start the carving at the end of the roll and cut across the grain, so that each serving is a round slice with the stuffing in the center.

Hash

Start with cooked meat and gravy or meat broth. Cut the meat in small pieces and brown it in fat. Add diced raw or cooked potatoes, sliced onion, and green pepper, if desired, and brown. Add the gravy or broth, and cook slowly on top of the stove, or bake the hash in the oven in a greased pan or casserole until it is brown over the top.

Scalloped Ham with Noodles

3 T. fat	3 c. ground cooked ham or shoulder
3 T. flour	Salt to taste
3 c. milk	1 c. fine bread crumbs

2 c. cooked noodles

Make thin white sauce (see recipe, page 408) of the fat, flour, and milk. Add salt to taste. Make alternate layers of noodles and meat in a shallow baking dish, pour on the white sauce, sprinkle bread crumbs over the top, and bake about 20 minutes in a moderately hot oven (375° F.).

Kidney Stew

Wash and skin a beef kidney; cut out the fat, blood vessels, and connective tissue. Cover with cold water, heat slowly to boiling,

discard the water, and repeat the process until there is no strong odor. Then add about 1 qt. of fresh water and simmer the kidney until tender. Remove the kidney and cut into small pieces. Cook diced potatoes and a small onion in the broth if the flavor is mild; if it has a strong flavor, cook the vegetables in water instead. Pour off the liquid and measure it. To each cup allow about ½ T. of flour for thickening. Blend the flour with an equal quantity of fat and add the liquid gradually with constant stirring over low heat. To this sauce add the potatoes, onion, and kidney. Season to taste with salt and pepper, and if desired, chopped parsley and lemon juice.

Braised Stuffed Heart

Select 1 beef heart, or 2 or 3 calf hearts. Wash and slit the heart, remove gristle and blood vessels. For the stuffing, chop an onion and a stalk of celery and cook in 2 T. of fat, add 2 to 3 c. of soft bread crumbs, and season to taste with salt and pepper. Thyme goes well with heart, add a pinch to the stuffing.

Fill heart with the stuffing; sew up the slit. Brown the heart on all sides in fat; place it in a baking dish or casserole; add ½ c. of water, cover closely, and cook until tender in a very moderate oven (about 300° F.). A beef heart will require about 4 hours. A calf or a hog heart will cook tender in much shorter time — about 1½ hours. Make gravy of the drippings.

Meat Loaf

1½ lb. lean beef, ground	2 slices of bacon chopped fine or 2 T. butter
1 egg	1 c. soft bread crumbs
1 clove garlic	½ c. milk
1 T. chopped onion	¼ t. pepper
1 t. salt	Thyme, if desired
1 can tomatoes (No. 2 size)	

Season raw ground meat with salt and pepper, and a little thyme if desired. Drain the juice from a can of tomatoes and save the juice for tomato sauce to serve with meat loaf. Cook the chopped onion and garlic clove slowly in the fat for about five minutes. The fat may be butter, or chopped bacon, or beef suet. Add to the ground meat. Stir in the bread crumbs, egg, and milk. Shape into a loaf and place in a greased pan in a moderately hot oven (375 to 400° F.) until well done in the center (about 40 minutes).

Remove to a serving dish and serve hot with tomato sauce.

Tomato Sauce

1 c. tomato juice
½ c. water
Dash cloves
Dash allspice
1 piece bay leaf
Few drops thyme
1 sprig parsley
1 T. chopped onion
1 T. butter
2 T. flour
¼ t. salt
Dash of pepper

Put tomato juice and seasonings, except onion, into a saucepan and boil 2 or 3 minutes. Melt butter and brown onion in it. Add flour and gradually the hot tomato juice. Return to fire and heat.

Brown Gravy

To make gravy in a roasting pan, start by pouring the drippings out into a bowl or cup. Skim off the fat that rises to the top of the meat juice and set it aside. For 1½ c. of gravy, blend thoroughly in the roasting pan 3 T. of flour and 3 T. of fat from the drippings. Set the pan over low heat and add gradually, stirring constantly 1½ c. of cool or lukewarm liquid. Season to taste. If the gravy is too thick, add more liquid. Cook the gravy slowly until smooth and thickened.

Pot roasts and other braised meats give more of their flavor to the drippings than do oven roasts, so more gravy can usually be made with these dishes. The method of making gravy with a pot roast, however, is the same as for an oven roast.

VEGETABLES WITH MEATS

Vegetables served with meats should be simply cooked but well seasoned.

The most favored vegetables as an accompaniment for meat are green vegetables and potatoes. There are many well liked ways of serving potatoes. Both sweet potatoes and white potatoes (or Irish) combine excellently with meat. Sweet potatoes deserve special note because they are often the cheapest source of Vitamin A.

Rice is well liked as an accompaniment for poultry.

The food value of vegetables and their importance in the diet was discussed in Chapter 36. For ways of cooking vegetables, see that chapter.

Dried Beans and Peas — A Substitute for Meat

Dried beans and peas are low in cost and high in food value. In many parts of the world beans are the main source of protein food.

Soybeans are outstanding for their high nutrition value. When one is economizing, beans may well be used more abundantly as a major source of protein.

North, South, East, and West, families have their favorite recipes for baked beans, but Boston Baked Beans are high favorites everywhere.

To cook dried beans or peas, look over the beans or peas, picking out the bad ones, and wash carefully. Cover 2 c. of dried beans or peas with 1 qt. of cold water, and soak overnight, or for five or six hours.

When ready to cook, add a t. of salt and simmer slowly in the soaking water in a covered pan until the beans are tender but not broken. Add more water during the cooking, if necessary. Season with salt and pepper. A good way to add flavor is to cook beans with salt pork, sausage, bacon, or a ham bone.

Boston Baked Beans

To bake beans rich and brown in the Boston style, long, slow cooking is necessary.

Wash 2 c. of beans and soak them overnight in a qt. of cold water. In the morning add 2 more c. of water and simmer for 45 minutes, or until the beans begin to soften.

Score the rind of ¼ lb. of salt pork and put half of the pork in the bottom of the bean pot. Add the beans and bury the other half of the pork in the top portion of the beans, with only the scored rind exposed. Mix 4 T. of molasses, 1 or 2 t. of salt, depending on how salty the pork is, and ½ t. of mustard, if desired, with a little hot water. Pour over the beans. Cover with hot water.

Put a lid on the pot and bake in a slow oven for 6 or 7 hours. Add a little hot water from time to time. During the last hour of baking, remove the lid and let the beans and pork brown on top.

For Variety in Flavor. Place a peeled onion in the bottom of the bean pot, or add the onion and tomato catsup. Some New Englanders use maple sirup or maple sugar in place of the molasses to sweeten baked beans.

Baked Bean Loaf

Bake a bean loaf as you would a meat loaf. Start with 3 c. of cooked beans. Chop the beans very fine, or mash them with a potato masher. Add a chopped onion, ½ c. of milk, water, or

liquid from the beans, a beaten egg, and a cup of bread crumbs. A little finely chopped celery is good, too. Season to taste with salt and pepper, and some dried herbs if you like. Mix well and shape into a loaf. Place in a shallow pan, pour a little melted fat over the top, and bake until well browned. Serve with hot tomato sauce.

Dried Soybeans

Soak dried soybeans overnight in cold water to cover; drain. Cover with fresh water; add salt (1 t. to 1 qt. water) and cook slowly until beans are tender — about 3 hours. Beans will crush easily between fingers when tender. Two c. dried soybeans are equal to five c. when cooked.

Baked Soybeans

2 c. dried soybeans	½ t. dry mustard
½ c. brown sugar	1 chopped onion
1 t. salt	½ lb. fat salt pork

Cover soybeans with cold water and soak overnight; then drain. Cover with fresh water and cook slowly until skins break. Put in baking pot and add sugar, seasonings, and onion. Score rind of pork; press into top of beans, add boiling water to barely cover. Cover pot; bake in a slow oven 300° until beans are tender — 6–8 hours. Add water occasionally to keep beans just covered. Remove cover during last 30 minutes baking to brown pork. Makes 1½ qt.

Spanish Soybean Casserole

1 chopped onion	⅛ t. pepper
1 chopped green pepper	1 t. Worcestershire sauce
2 T. bacon fat	3 c. cooked soybeans
2 c. canned tomatoes	½ c. buttered crumbs
1 T. sugar	½ c. grated cheese

1 t. salt

Cook onion and green pepper in bacon fat until soft, but not brown — about 3 minutes. Add tomatoes, seasonings, and soybeans and bring to boiling point. Transfer to greased casserole and cover with buttered crumbs mixed with grated cheese. Bake in moderate oven (350° F.) until brown — about 25 minutes.

See recipe for Dried Soybeans above.

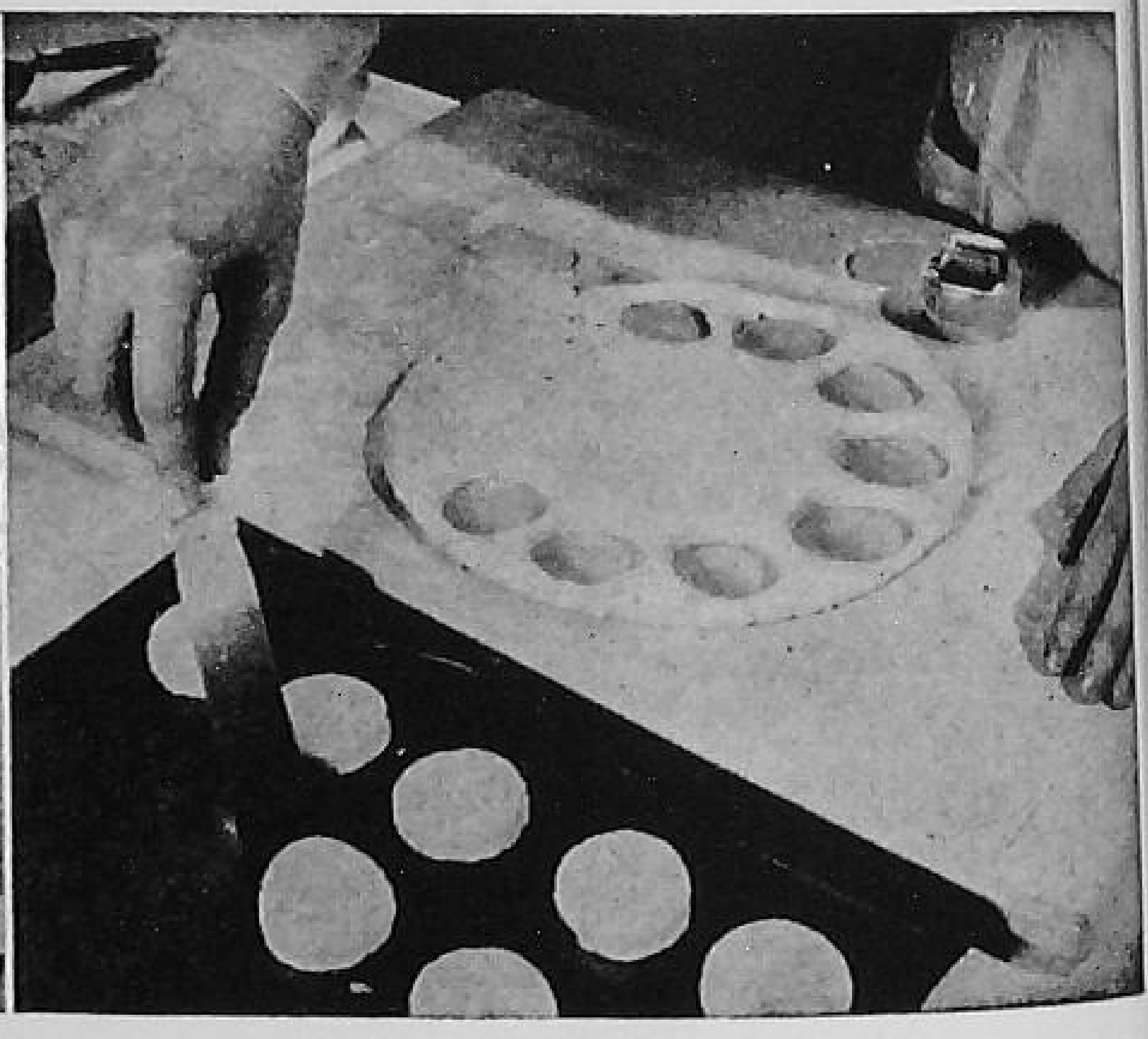
QUICK BREADS FOR LUNCHEON

Breads made light with baking powder, or soda and sour milk are called quick breads to distinguish them from breads made with

Step 1

Step 2

Step 3



Step 4

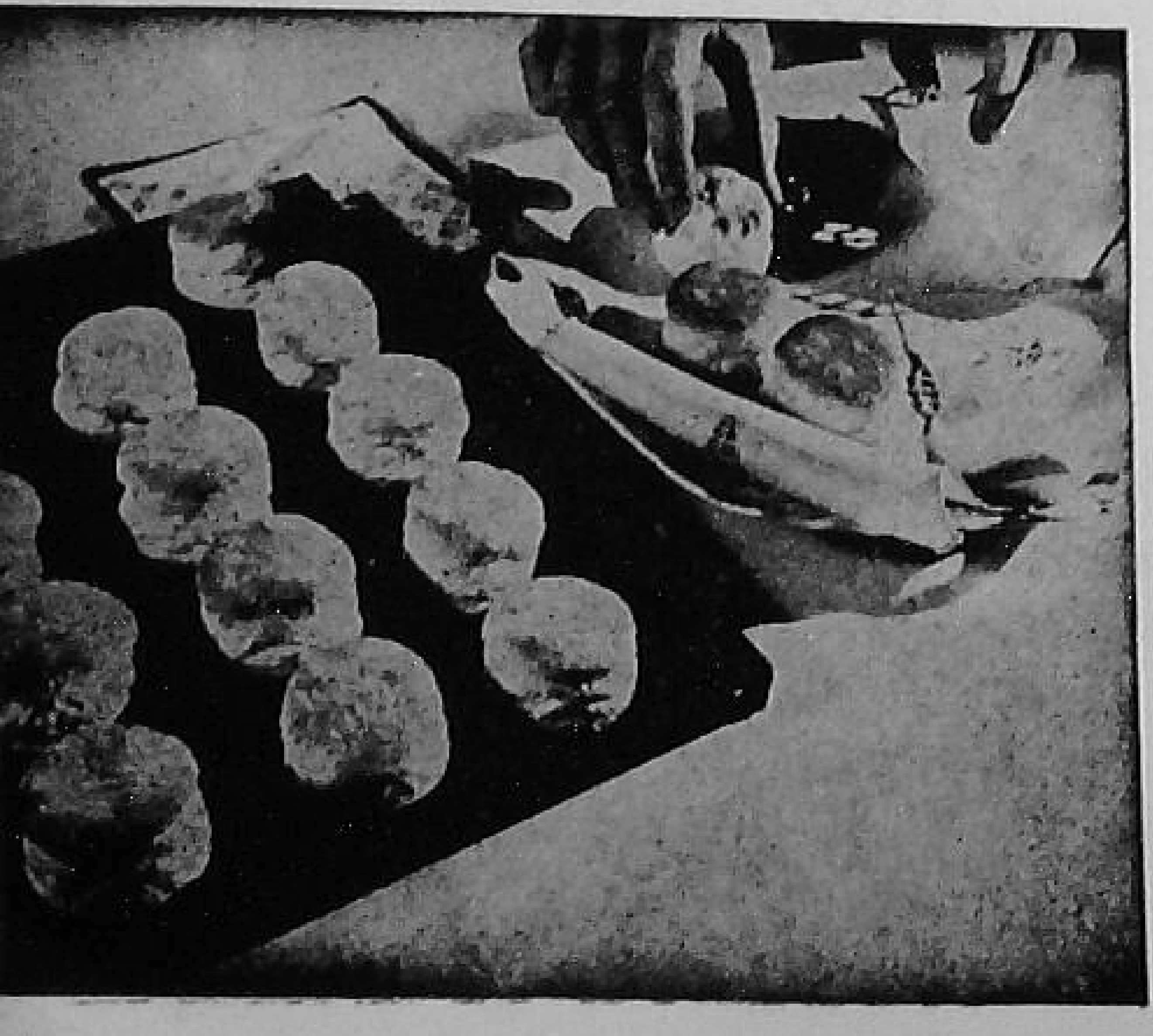


Fig. 178. MAKING BAKING POWDER BISCUIT

Step 1. *Mix carefully and quickly to form light, soft dough.*

Step 2. *Knead lightly for 30 seconds to mix thoroughly.*

Step 3. *Pat dough into shape lightly with floured rolling-pin.*

Step 4. *Cut and place biscuits an inch apart on ungreased sheet.*

yeast which require a longer time. The other essential ingredients of quick breads are flour or corn meal, fat, and a liquid, preferably milk. Salt is added for seasoning, and sometimes sugar or eggs. Whole-wheat flour is most nutritious. When white flour is called for, use enriched flour for maximum food value. The most usual quick breads are biscuit, muffins, corn bread, waffles, and griddle cakes.

Baking Powder Biscuit

2 c. sifted flour
3 t. baking powder
½ t. salt
5 T. fat
⅔ c. milk (about)

Sift flour with baking powder and salt and cut in fat until mixture is as fine as corn meal. Add milk, mixing until a soft dough is formed. Knead lightly on floured board for about 20–30 seconds, then roll with floured rolling pin to ½-inch thickness. Cut with floured biscuit cutter and place on ungreased baking sheet. Bake in very hot oven (450° F.) 12 minutes.

Makes 1 dozen biscuits.

Serve hot.

Drop biscuits: Add milk enough (about 1 c.) to make a soft, sticky dough. Drop from teaspoon on ungreased baking sheet allowing about 2 inches between biscuits. Bake in very hot oven (450° F.) 12 minutes.

Serve hot.

Muffins

2 c. sifted flour
3 t. baking powder
½ t. salt
1 egg, beaten
1 c. milk
2 to 4 T. fat, melted
0 to 2 T. sugar

Sift the dry ingredients together. Combine the egg, milk, and melted fat and add to the dry ingredients all at once; stir just enough to moisten and give the mixture a rough appearance. Fill greased muffin pans two-thirds full. Bake in a hot oven (400 to 425° F.) for about 20 minutes.

Spoon Bread

1 c. corn meal
½ t. salt
¾ to 1 t. soda
2 c. buttermilk
2 eggs
1 t. baking powder
1½ T. table fat

Beat eggs well, add milk and mix, sift in corn meal mixed with

salt and baking powder. Mix soda with 1 T. water and add to ture. Heat the fat in pan in which bread is to be baked, greasin pan well. Add the melted fat to the batter; turn into pan and bake in moderate oven (400° F.) for 30 to 45 minutes. Serve hot from pan in which baked.

Soybean Flour Muffins

1 c. soybean flour	1 egg, beaten
1 t. baking powder	2 T. melted fat
½ t. salt	⅓ c. milk

Sift the dry ingredients together. Combine the beaten egg, melted fat, and milk and stir these quickly into the dry ingredients. Bake in well-greased muffin tins in a moderately hot oven (425° F.) for 13 to 15 minutes.

This amount makes 5 muffins.

Whole-Wheat Muffins

1⅓ c. whole-wheat flour	1 egg
⅔ c. white flour	1 c. milk
3 t. baking powder	2 to 4 T. fat
1 T. sugar or molasses	

Follow directions for muffins (page 425) except for the dry ingredients which are not sifted. Why? Mix dry ingredients well.

Corn-Meal Muffins or Corn-Meal Sticks

2 eggs	2 c. thick buttermilk or clabber
2 c. fine white corn meal	½ t. soda
1 t. salt	

Beat eggs into milk. Sift together dry ingredients and beat thoroughly into the milk. Bake as soon as mixed, in a hot oven in hot, well-greased muffin or breadstick pans.

To be successful with corn-meal batter breads, the pans must be well greased and the oven hot (450° F.). Muffin pans made of iron are best for corn bread. Ten minutes before filling, the pans should be placed on top of range or stove to heat. Put 1 t. of lard in each ring and allow to heat smoking hot. Fill each ring half full of batter. Bake brown in a hot oven.

SERVING THE SIMPLE LUNCHEON

A casserole or baking dish is served at the table in the dish in which it is baked. Some baking dishes have a pan in which the

dish is baked and a larger dish into which this pan fits for serving.

This main hot dish and the vegetables are usually served family style; that is, the casserole direct from the oven, or the platter of meat, is placed in front of the host or hostess on a thick mat for protection of the table. Vegetables may be placed either in separate dishes or on the platter with the meat for serving by the host or hostess.

The hot plates should be placed in front of the one who is to serve. If vegetables are to be served as a side dish, these should be placed at the side convenient for the person who is to serve.

Serving silver should be on the table also conveniently placed.

In serving family style the host or hostess should place on a plate a serving first of the main dish, then the vegetables and then pass the plate to the person next to him, indicating for whom the plate has been served.

If the hot bread is placed on the table on a plate just before the family are seated, it is passed by the family members, each serving himself and passing it to his neighbor. For a second serving of hot bread it is best to leave the bread in a warm oven until wanted. A member of the family (in fact you) may leave the table to bring in the hot muffins or biscuit. The plate may be handed to the first person to be served (mother), or you may pass them to each person by passing the plate to the left of each person, holding it low enough so that he may serve himself conveniently.

If a beverage is included, it may be served by the hostess or someone else at the side of the table.

CLASS DISCUSSION AND ACTIVITIES

1. To become a good cook one must be able to do several things at the same time. You should now be able to cook and serve a one-course hot luncheon, or to help cook dinner. Try one of the menus listed on page 412, or plan one yourself.

Make a plan for the preparation of one or all of these luncheons.

How will you set the table for each of these luncheons?

How will you serve the luncheon?

After you have prepared and served one of these menus, evaluate your experience by figuring how you could improve this meal if you were serving it again.

2. Most American families can improve their diet by including

more fruits and vegetables. What is the practice in your family? What plans can you make for improvements?

3. Meat is the most expensive item in the menu. Meat loaf and hamburgers are a way to use the less expensive cuts of meat. Prepare these dishes for your family. They will like them.

4. Use your knowledge of cookery plus your ingenuity to make pleasing menus for family meals that will fit the family pocketbook.

5. Explore your local market to see what kinds of "brown and serve" breads are available. Look for rolls, coffee cake, and so forth. What do they cost? Perhaps your family would like to try one of these breads with a luncheon you prepare some Saturday. Since you are not too experienced as a cook, it would be a convenience to have a time-saving food in your menu if you prepare the main dish.

6. Biscuits and muffins are called "quick breads" and they are liked hot for luncheon. They can be made even "quicker breads" by using mixes and ready-made biscuits. What does your market offer in this respect? Try them.

7. If you want to feel the thrill of preparing a tasty dish that justifies pride in your skill as a cook, learn to make a cheese soufflé and surprise and please your family. Be sure that the diners are on time, for a cheese soufflé will not wait for them.

Salads for Luncheon

SALADS MAY WELL BE the main course for luncheon. Potato salad, which has already been discussed (page 369), a crisp bacon sandwich, and a glass of milk make an excellent midday meal.

Salads may be made of eggs, vegetables, fruits, meat, or fish.

Fruit and vegetable salads are an important way of getting the much needed protective foods into the diet. Some raw fruits and vegetables are an excellent source of Vitamin C if they are not prepared too long before they are eaten. Unfortunately this fickle vitamin doesn't last long when cut surfaces of the fruit or vegetable are exposed to the air or to heat! Cabbage, turnips, tomatoes, and green peppers are raw vegetables for salads that are excellent sources of Vitamin C.

WHAT SHOULD BE THE STANDARDS FOR SALADS?

Fresh, crisp, clean lettuce is not only good food but it also lends a charm to the appearance of a salad. The lettuce should cup around the salad and it should not hang over the edge of the plate anywhere. (Other greens may take the place of lettuce in salads.)

Other aids to attractive appearance are an artistic arrangement of the salad, pleasing color contrasts or combinations, and just enough salad dressing. It detracts from a salad to have salad dressing running off the plate.

Freshness is a requirement for a good salad. Salad is best when it has just been made. Freshness affects the texture, the palatability, the appearance, and even the food value of fruit and vegetable salads.

Raw fruits and vegetables such as apples, fresh pineapple, celery, cabbage, green peppers, cucumbers, radishes, and raw carrots must be crisp and tender.

Palatability is a requirement for a good salad. So many ingredients for salad are available that it is not difficult to please all tastes. There is an art in putting foods together in the right combinations. This you can learn from your own experience and from others.

The *accompaniment* has also much to do with the acceptability of

a salad. Usually crisp wafers, toast, bread sticks, and crackers are served with salad because of the contrast in texture. Pickles and olives are acceptable because of their sharp contrasting flavor. Salted nuts are liked for the contrast in flavor, texture, color, and shape.

The salad course offers one of the best opportunities to display originality and a sense of what contrasts and combinations of foods are effective together.

Suitability of Salad Dressings

1. *French dressing* is a mixture of oil, vinegar or lemon juice, and seasonings. This dressing is suitable for lettuce, and any other mixed or sliced vegetable salad. It is also a favorite with acid fruits such as grapefruit and orange.

Roquefort cheese dressing is a variation of French dressing.

2. *Cream* salad dressing (see recipe, page 365) is a cooked dressing sometimes called Boiled Dressing. It is used for slaw, some fruit salads, such as apple, pear, cherry, and frozen fruit, and is also well liked for chicken salad.

Cooked salad dressing is improved for fruit salad by the addition of whipped cream and a little sugar.

Peanut butter is sometimes mixed with cooked dressing for variety.

3. *Mayonnaise* is an uncooked oil dressing of a thick consistency and is the most acceptable dressing for such salads as chicken, fish, shrimp, lobster, and crab meat. It is acceptable also for tomatoes and for some fruits. Mayonnaise usually is not used with acid fruits because the acid of the fruit causes the mayonnaise to separate.

4. *Whipped cream* is preferred for fruit gelatin salads. It may or may not be mixed with cooked dressing or mayonnaise.

Serving Salad at Luncheon

The salad bowl is a delightfully informal way of serving salad. It is usually passed for one to help himself. A large salad fork and spoon, called a salad serving set, are placed in the bowl. A cold meat fork and a tablespoon may substitute for a salad set. The salad bowl may be on the table when luncheon is announced. Someone at the table will be asked by the hostess to help himself. He then passes it to his neighbor.

Sometimes the hostess serves the salad. This is a very pleasing and hospitable way, and it relieves a guest of the fear of displaying his awkwardness by spilling the salad when serving himself. Everyone should, however, welcome the opportunity of serving himself to salad and other foods in order to learn how to do it gracefully. At first be slow and careful, deliberate if you please; ease and poise will come with practice.

At a hotel or restaurant it is customary for the waiter to serve the salad. He may wait for you to request him to do so.

The salad may be served on individual salad plates. Be sure the plate is large enough. Salad plates are a convenient size and are available in nearly all patterns of china. If salad is served as a separate course, with accompaniments such as sandwiches, celery, or olives, it is better to use the next larger sized plate — a dessert or breakfast plate.

Salad may be the main course for luncheon, in which case the salad fork is placed at the right of the cover instead of at the left. The salad plate, if served as a side dish, may be on the table when the meal is announced — placed at the left preferably, but if there is more room on the right it may be placed there. It is a matter for your judgment and depends on what other dishes are on the table.

Salad, especially of fruit, is sometimes served as the first course for luncheon or dinner. This is a Spanish custom that has found acceptance. When served as a first course it takes the place of an appetizer.

For teas and parties the salad is usually served buffet style. Individual servings are placed on a large tray or plate. The guests may be served by someone at the table, or may serve themselves.

Preparation of Salad

Care of lettuce and other salad greens: To freshen or crisp salad greens let them stand in cold water. Remove outer leaves, wash the head of lettuce, then cut the stem out of the center in a cone shape. Hold the head of lettuce under the cold water faucet and let the water run freely into the center of the head where the stem has been removed. Invert and let drain.

Store lettuce in the refrigerator. A mechanical refrigerator draws water from exposed food materials in the refrigerator causing them to wilt. Lettuce and other salad materials such as celery, water

cress, escarole, chicory, and radishes should be kept in a covered utensil, or in a closed oil skin zipper pouch.

Prepare fruits and vegetables for salads just before serving. Why?

VEGETABLE SALAD COMBINATIONS

The following combinations have proved satisfactory for salads:

1. Diced cooked beets, chopped celery, dill pickle, or olives.
2. Raw grated rutabaga and chopped celery combine well. Squeeze some juice from the turnip in cheesecloth before combining.
3. Shredded cabbage; chopped green pepper, onion, and peanuts are well-liked. Raw cauliflower is also good in salad.
4. Raw grated carrot, cooked or canned peas, chopped celery.
5. Cooked or canned string beans, diced cooked carrot, and chopped celery or celery seed and sliced tomatoes.
6. Cooked red kidney beans, chopped green pepper, and raw onion rings.
7. Cooked dried peas or beans, peanuts, chopped pickle, salad dressing — served on lettuce.
8. Cooked green lima beans, diced tomato, diced cucumber, and chopped onion.
9. Cooked cauliflower, cooked or canned peas, and celery seed.
10. Sliced cucumber, sliced radishes, sliced onion, and water cress.
11. Combination salad: sliced radishes, quartered small tomatoes, lettuce, water cress, celery (chopped).

FIG. 179. POTATO SALAD

Waldorf or Apple Salad

Combine diced tart apples and celery with chopped nuts (walnuts, hickory nuts, pecans, or boiled chestnuts), and add enough mayonnaise or cream dressing to moisten. Serve on crisp lettuce or other salad greens.

Combine diced apples with seedless grapes or malagas or tokays, which have been halved and seeded. Serve on lettuce with mayonnaise or French dressing.

For Potato Salad (see page 369)

Tomato Jelly Salad

3 T. gelatin	1 t. sugar
½ c. cold water	1 T. chopped green pepper
1 qt. canned tomatoes	2 T. chopped celery
2 or 3 slices onion	1 T. chopped parsley
1½ t. salt	1 c. shredded cabbage

Soak the gelatin in the cold water (for 5 minutes). Boil the tomatoes and onion for 5 minutes, strain through a fine sieve, pour the hot tomato juice over the softened gelatin. Add the salt and sugar and stir until dissolved. If the mixture is not tart enough, add a little lemon juice or vinegar. Chill. When the gelatin mixture is partly set, add the finely chopped vegetables, and mix well. Add more salt if needed. Pour into wet custard cups or gelatin molds and place in a cold place until set, turn out on crisp lettuce leaves, and serve with mayonnaise.

Orange and Carrot Gelatin Salad

2 T. gelatin	1 T. lemon juice
½ c. cold water	2 T. tarragon vinegar
2 c. boiling water	1 c. orange juice and pulp
½ t. salt	1 c. grated raw carrot

1 T. sugar

Soak the gelatin in the cold water for 5 minutes. Pour boiling water over the softened gelatin, add salt, sugar, and stir until dissolved. Add lemon juice, vinegar, orange juice and pulp, and chill. When partly jellied stir in the carrot, pour into wet individual molds, and put in a cold place to set. Turn out on lettuce leaves and serve with mayonnaise or cream salad dressing.

Chicken Salad

2 c. diced chicken	¼ c. chopped olives or sweet pickles or capers
1 c. chopped celery	1 c. to 1½ c. mayonnaise

Mix enough mayonnaise with the chopped meat to coat the pieces well, add chopped pickle. Just before serving add the chopped celery, and add more mayonnaise if needed. Stir mixture lightly. Season to taste. Pile lightly on lettuce and serve at once.

Cucumbers may be substituted for the celery.

Sliced hard-cooked eggs may be used as a garnish or chopped and mixed with the salad.

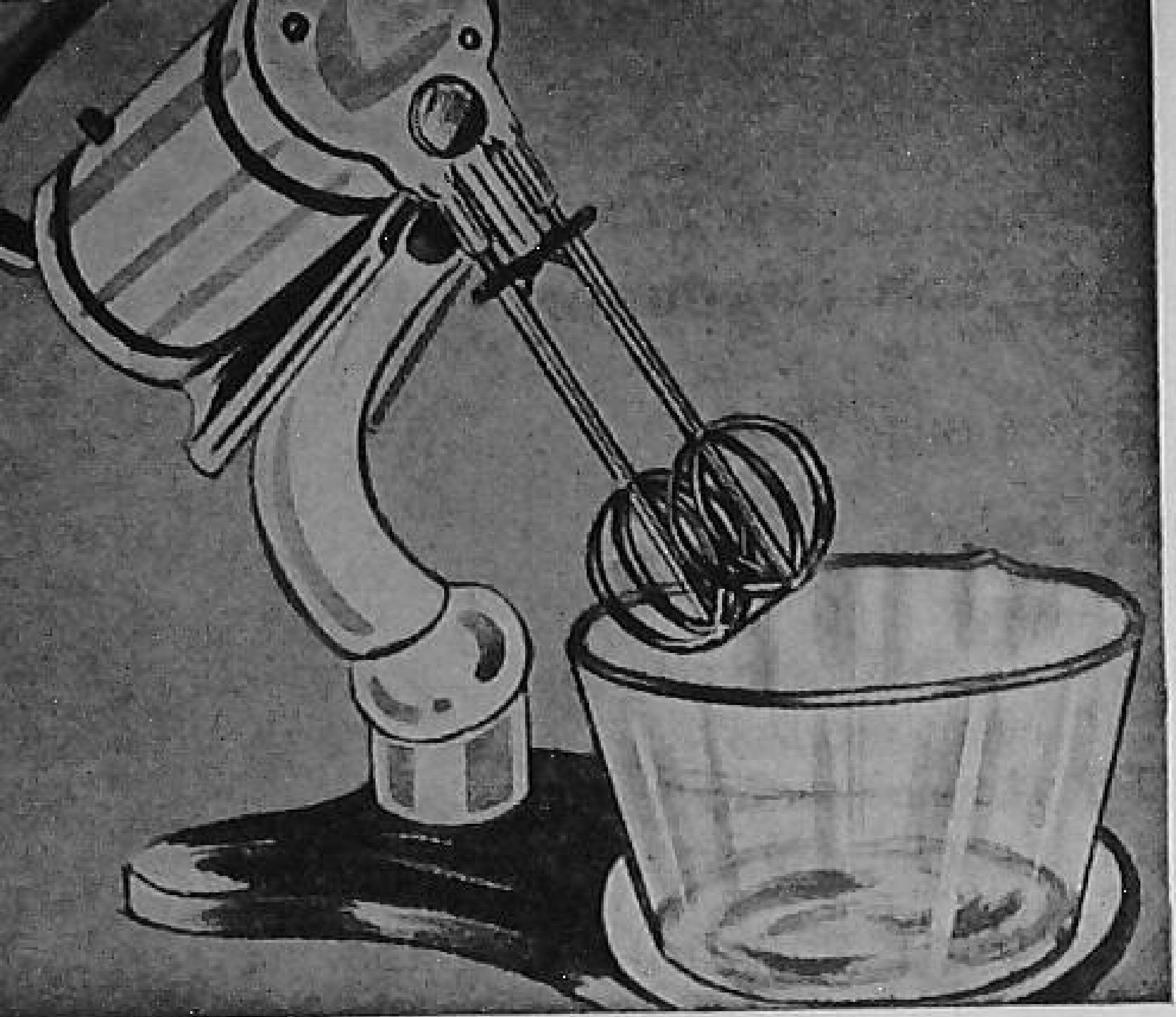
For a more highly seasoned salad, pour French dressing over the chopped chicken and let stand in the refrigerator for an hour, drain and proceed with the salad. Capers are liked by some instead of olives or pickles. (Examine a bottle of capers in the grocery store if you are not familiar with them.)

Frozen Cream Cheese and Fruit Salad

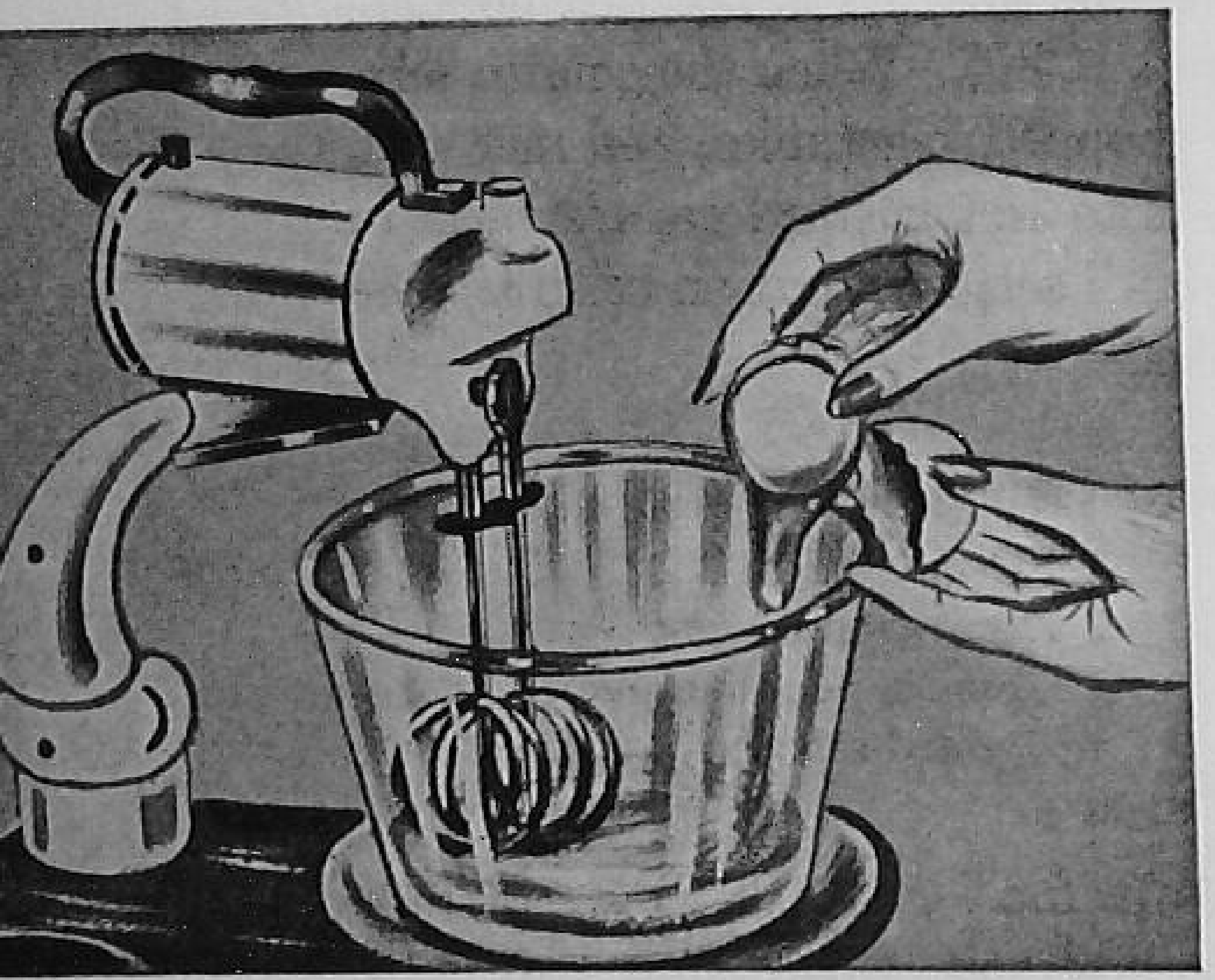
2 cream cheeses
¼ c. milk
1¼ c. powdered sugar
½ t. vanilla
¼ t. salt
1 c. double cream
½ c. chopped canned pineapple, preserved cherries, dates, figs, or raisins

Break up the cheese and mix with the milk. Add the sugar, salt, chopped fruit, and vanilla, and mix thoroughly. Whip the cream until it is stiff and fold in the cheese mixture. Freeze in the ice tray of a mechanical refrigerator or pour into a mold, pack in crushed ice and salt, and let stand for 3 or 4 hours to freeze.

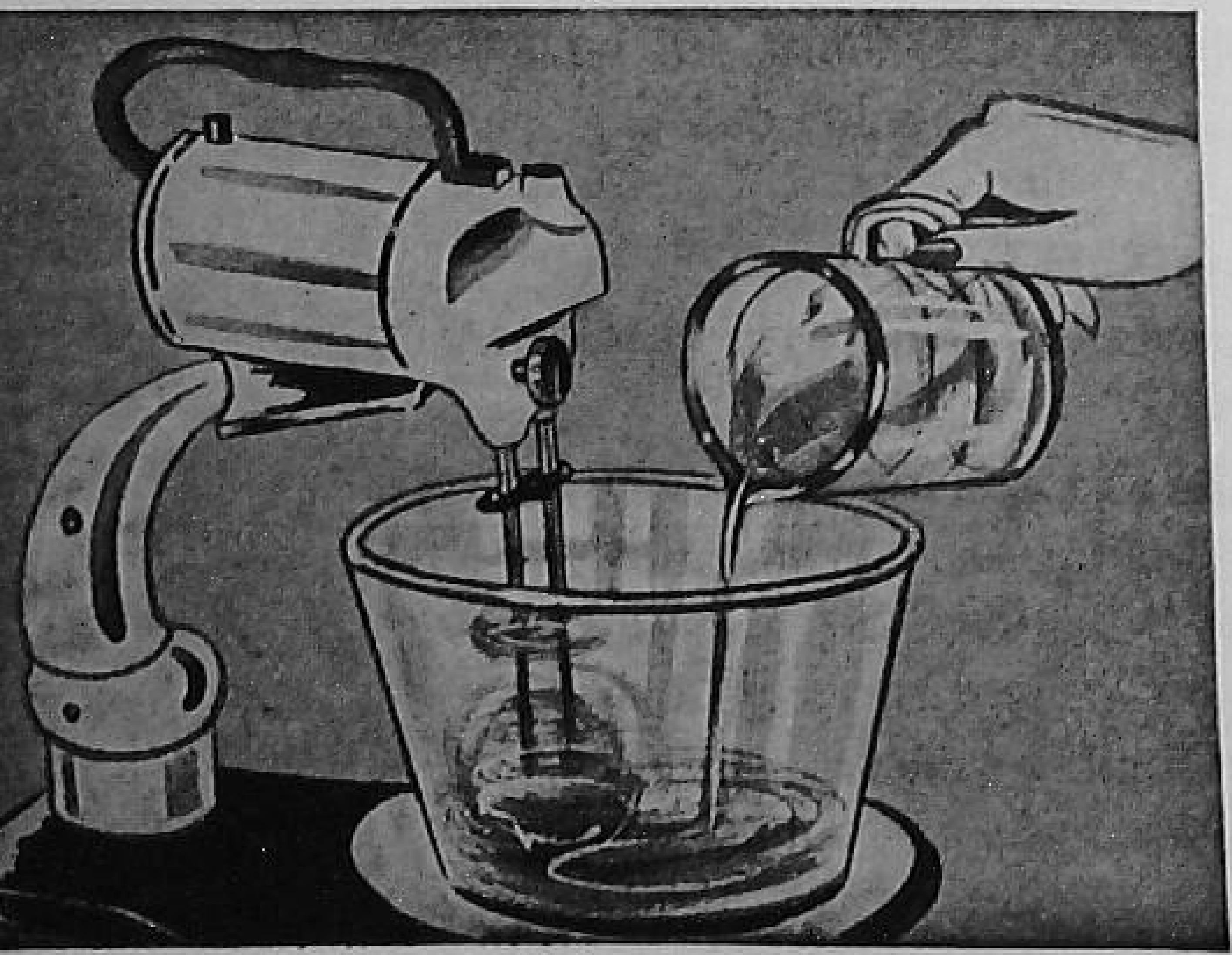
One-pound baking-powder tins lined with tough white paper make suitable molds. Serve the frozen cheese in slices with cream salad dressing on crisp lettuce.



STEP 1. *Mix seasonings thoroughly.*



STEP 2. *Add 1 T. vinegar or lemon juice and egg.*



STEP 3. *Add ½ c. oil at first by drops, beating constantly.*

FIG. 180 A. MAKING MAYONNAISE

Grapefruit Salad

3 grapefruit
Lettuce
½ c. French dressing

Section the grapefruit by peeling with a sharp knife, cutting away all the white part of the skin and leaving the juicy portion exposed. Cut into the center on each side of the membrane that separates the sections and remove each section whole. Pile on lettuce and serve with French dressing.

Slices of avocado pear with grapefruit is an attractive salad.

Orange and grapefruit mixed make a good variation.

SALAD DRESSINGS

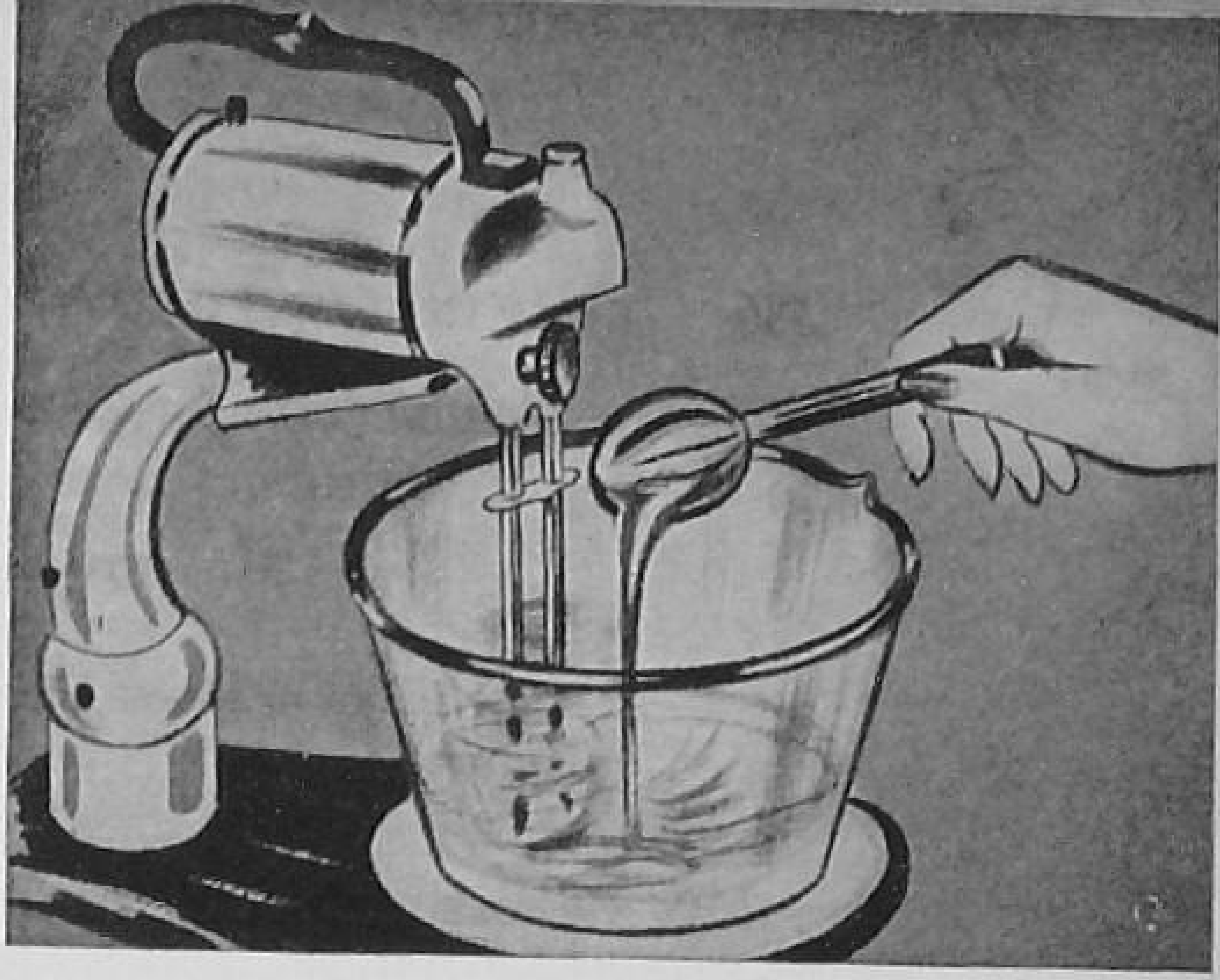
Cream Salad Dressing (see page 365)

French Dressing

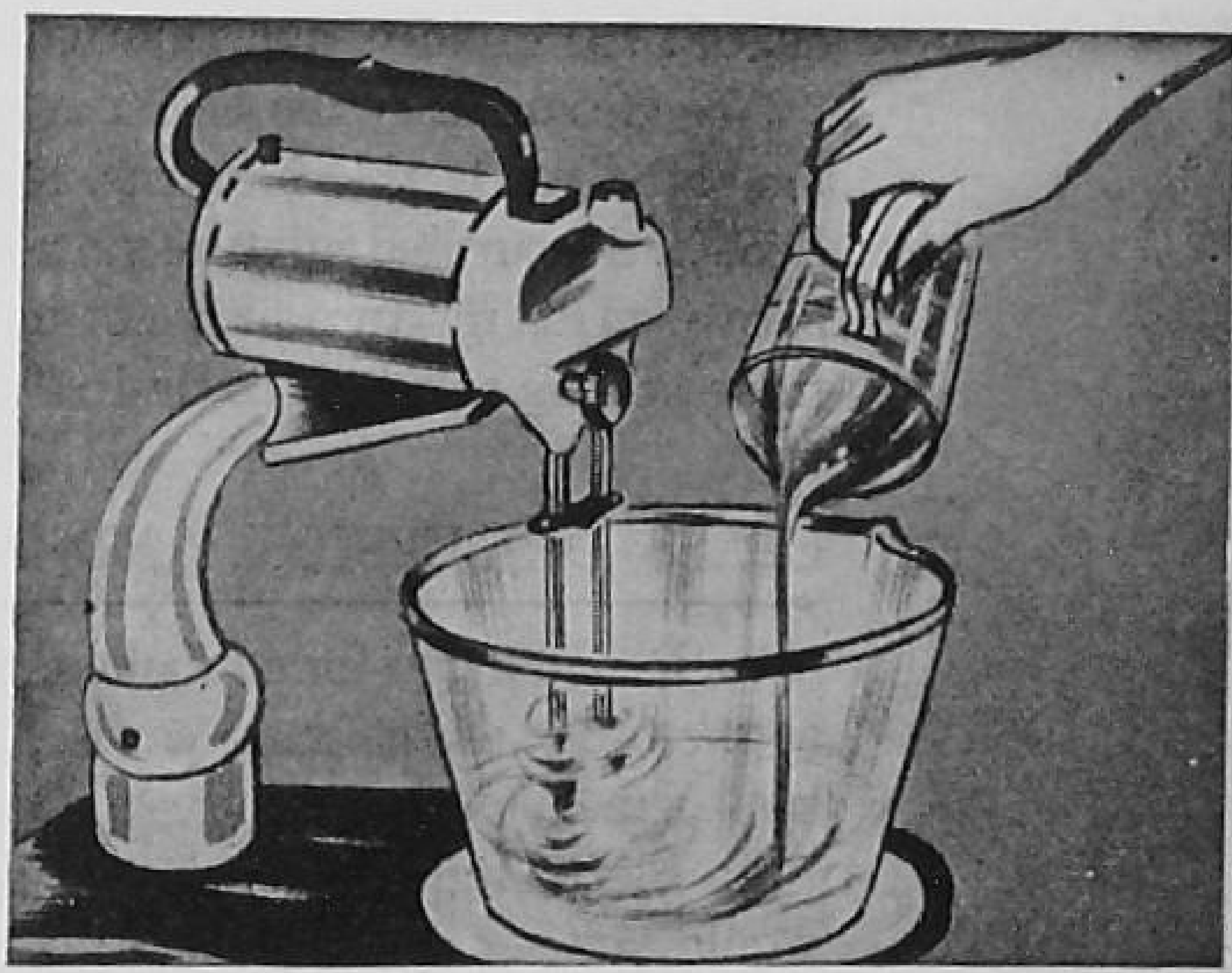
4 T. salad oil
1½ to 2 T. lemon juice or vinegar
Dash of paprika, and of white pepper
1 t. sugar
¼ t. salt

Mix the dry ingredients. Add the lemon juice or vinegar. Add salad oil and beat with a silver fork or shake in a bottle just before serving.

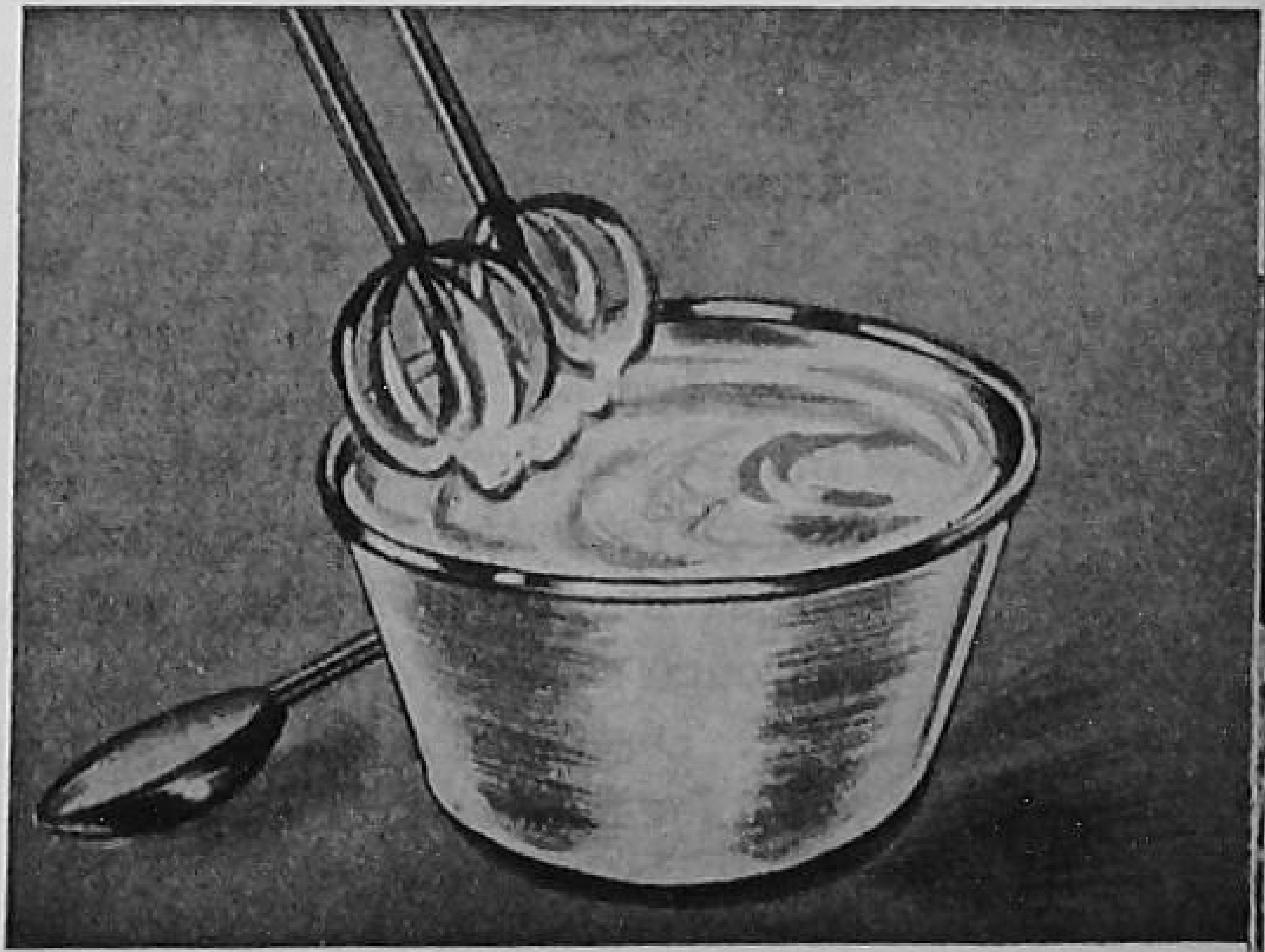
If a flavor of onion or garlic is desired, crush a small slice of onion or a garlic clove with a fork, let stand in the



STEP 4. *Add slowly 1 T. vinegar or lemon juice, beating constantly.*



STEP 5. *Add more oil, thinning with remaining vinegar.*



STEP 6. *A perfect mayonnaise*

FIG. 180 B. MAKING MAYONNAISE

vinegar or lemon juice for 20 minutes, then strain before adding to the dry ingredients.

Mayonnaise Dressing

1 egg	1/8 t. white pepper
2 1/2 T. vinegar or lemon juice	Paprika to taste
1/4 t. sugar	2 c. salad oil
1/2 t. salt	1 t. prepared mustard

Mix the seasonings. Add 1 T. vinegar, or lemon juice, and the egg, and beat. Begin adding oil slowly, at first by drops. When enough oil, about 1/2 c., has been added to make the mixture thick, add 1 T. vinegar slowly, beating constantly. Add the rest of the oil, not too rapidly, and thin with remaining vinegar.

Note: Sometimes the oil separates, usually because it was added too rapidly. If this happens, start over again with another egg. Beat in the curdled mixture very gradually, and proceed as directed above. This mixture may not be thick enough, in which case continue adding salad oil to desired thickness, and season to taste.

CLASS DISCUSSION AND ACTIVITIES

1. Plan a menu for a luncheon that is to consist of a salad, served at the table, as the main course. How would you set the table for such a meal?
2. Plan a luncheon menu including a salad as a side dish. How would you set the table for this meal?
3. Prepare a salad bowl of a fresh vegetable salad. What type of dressing will be suitable? Plan a menu using this salad bowl for luncheon.
4. Prepare a luncheon of a vegetable gelatin salad, mayonnaise dressing, a cup of chocolate, and a toasted sandwich.
5. Plan a tea with chicken salad as the main dish. What will you serve with chicken salad to complete the refreshments?
6. Prepare several different kinds of salads for various meals. Suggestions: grapefruit salad; frozen cream cheese salad; Waldorf (Apple) salad; vegetable salads.

   See how much variety you can secure in the meals at home through salads.
7. Discuss the difference in salads you would serve as a main dish for luncheon, or as a side dish for dinner or for luncheon.

Desserts for Luncheon

NOT MUCH TIME OR EFFORT from a busy person's schedule should be expended on preparation of dessert for luncheon. This is especially true on busy Saturdays. Desserts are not a requirement for lunch. Light desserts are satisfactory. Fresh fruit is a most acceptable luncheon dessert.

Some of the foods that you have already learned to prepare may be used for dessert at luncheon and need only be mentioned here. Gingerbread, cookies, cake, or a baked apple with a glass of milk are some which may well find a place in a luncheon menu.

Fruit Cup

Many combinations of fruit, fresh or canned, may be used for fruit cup. Use colors that blend or contrast pleasantly and combine acid fruits with sweet, and firm with juicy kinds.

Cut large fruits into small attractive pieces, mix lightly so that they keep their shape, sweeten slightly, chill before serving, and garnish the individual servings with sprigs of mint or choice bright-colored fruits.

Good combinations are: strawberries, oranges, and apples; purple grapes with seeds removed, grapefruit, and apricot; peaches, raspberries, and pineapple; watermelon, honeydew or muskmelon, and oranges; red cherries, pears, and green grapes.

FIG. 181. FRUIT MAY BEGIN OR END A MEAL. *Strawberries and fresh pineapple with mint leaves*

Apricots and Prunes

¼ lb. dried apricots
¼ lb. dried prunes
½ c. sugar
Dash of salt
2 c. water

Wash the prunes and apricots thoroughly and put them in the water to soak overnight. Cook the fruit together for 10

minutes, add the sugar and salt, and simmer until the juice is fairly rich. Serve hot or cold.

Lemon Gelatin

2 T. granulated gelatin	1 c. sugar
½ c. cold water	½ c. lemon juice
2½ cups boiling water	

Soak gelatin in cold water. Dissolve in hot water, add sugar and lemon juice. Pour into molds and chill.

Orange Gelatin

2 T. gelatin	½ c. lemon juice
1½ c. water	1 c. sugar
1 c. orange juice	

Prepare as for Lemon Gelatin.

Fruit Gelatin

Use 1½ c. small or chopped fruit with lemon or orange gelatin. Allow gelatin to become partially set, then add fruit, arranging as desired.

Baked Indian Pudding

1 qt. milk	½ c. molasses, sorghum, or cane sirup
⅓ c. yellow corn meal	½ to 1 t. ginger
	1 t. salt

Cook the milk, corn meal, and salt in a double boiler for 20 minutes. Add the molasses and ginger, pour into a greased baking dish and bake in a very moderate oven (about 300° F.) for 4 hours.

Serve hot with vanilla ice cream, or chill and serve with cream.

Quick Frozen Fruits

In some markets quick frozen fruits are available. These are packaged ready for use and make a refreshing luncheon dessert. Strawberries, raspberries, young berries, peaches, and blueberries are some fruits that are being marketed this way. Many farm families have rented freezer lockers for freezing and storing fresh foods. Some of these families freeze homegrown fruits for later use. These fruits are first prepared for use at the table and frozen immediately.

To use frozen fresh fruits, place container of frozen fruit in the

FIG. 182. HOMEMADE ICE CREAM

food storage part of a refrigerator. The fruit will begin thawing in several hours. It should be served just before the thawing is complete. After frozen fruits are completely thawed they are watery because the freezing breaks down the fiber and they deteriorate rapidly. After thawing, foods should not be re-frozen. In texture, frozen fruits are not the equal of fresh fruits but they retain the flavor and much of the appearance of fresh fruit.

FROZEN DESSERTS

Frozen desserts are high favorites and may be used frequently. They are refreshing at all times but especially in summer. If frozen desserts are not too rich, they may be eaten by both children and adults. They offer one more way to put milk, or fruits, or both into the diet. Simple frozen mixtures are valuable in feeding invalids.

Methods of Freezing Ice Cream. There are two usual methods of freezing desserts: (1) in an ice cream freezer, (2) in a mechanical refrigerator. The ordinary ice cream freezer with a dasher makes a frozen dessert of smoother texture.

The mechanical refrigerator offers a convenient and easy means of providing frozen desserts. For this freezing a rich mixture must be used and the ingredients carefully combined. The texture of such desserts is not as velvety as are those frozen with stirring, but they have a flaky, crystalline texture which is pleasing.

Recipes that contain custard or thick cream may be successfully used in the mechanical refrigerator if the mixture is taken from the refrigerator and stirred frequently during the freezing process. Cut the frozen mixture from the sides and bottom of the tray, beat smooth with a rotary egg beater.

It is best not to freeze water ices in a mechanical refrigerator, because they are too coarse to be acceptable.

Directions for Freezing in an Ice Cream Freezer:

1. Use crushed or finely chopped ice with rock salt.
2. Prepare freezer container by scalding and chilling. Pour in mixture to be frozen, allowing a space of about one third or one fourth of can for expansion of mixture when it freezes. Put can in place in bucket before adding ice.
3. Proportion of ice and salt for freezing: Use 1 part salt to 6 or 8 parts ice. For packing mixtures that are frozen, use 1 part salt to 4 parts ice.
4. For freezing a mixture in an ice cream freezer, put in ice and salt so that the packing comes above the level of the mixture to be frozen; see that the upper drain for salt water is open and is 1 or 2 inches below the top of the ice-cream container. Rapid freezing improves the texture. If a motor is available for turning the freezer, freeze rapidly; if the crank must be turned by hand it is better to turn it steadily and slowly rather than rapidly for a while and then stop for an intermission.
5. When mixture is frozen, remove ice and salt from top of can; uncover; remove and scrape dasher; stir cream down into can; place clean paper or paraffin paper over hole and plug with a cork; invert a cup over the cork, drain off water and repack cream with ice and salt. Make sure that proportion of salt to ice is not more than 1 to 4, otherwise cream will freeze too hard. Cover freezer with burlap or newspapers.

Lemon Ice

1¾ c. water 1⅛ c. sugar or sirup
¾ c. lemon juice

Make a sirup of the sugar and part of the water. Cool. Add rest of water, and lemon juice and freeze.

Lemon Sherbet

Add 2 stiffly beaten egg whites to lemon ice when half frozen (to a mush) and finish freezing.

Plain Ice Cream

1 qt. thin cream (or cream and milk) ¾ c. sugar or sirup
3 t. vanilla

Dissolve sugar in cream, add flavoring, and freeze.

Quick Fresh Fruit Ice Cream

Partly thaw 1 package frozen fresh peaches, strawberries, or raspberries. Mix thoroughly with 1 qt. vanilla ice cream. Put in ice tray in part of refrigerator where ice cubes are made. Freeze firmly (raise indicator one measure above usual temperature).

Frozen Custard

2 c. milk	1 t. vanilla
2 eggs	Pinch of salt
½ c. sugar (or 1 c. corn sirup)	1 c. cream (either thin or thick)

Make a custard of the milk, egg yolks, sugar, and salt by cooking over hot water, stirring constantly until the mixture coats a silver spoon. Cool. Fold in well-beaten egg whites, add vanilla and cream, and freeze.

Uncooked custard may be used instead of cooked custard if frozen in an ice cream freezer.

If frozen in a mechanical refrigerator use cooked custard. Freeze to a mush then add beaten egg whites or whipped cream, or both.

OTHER DESSERTS

Strawberry Shortcake

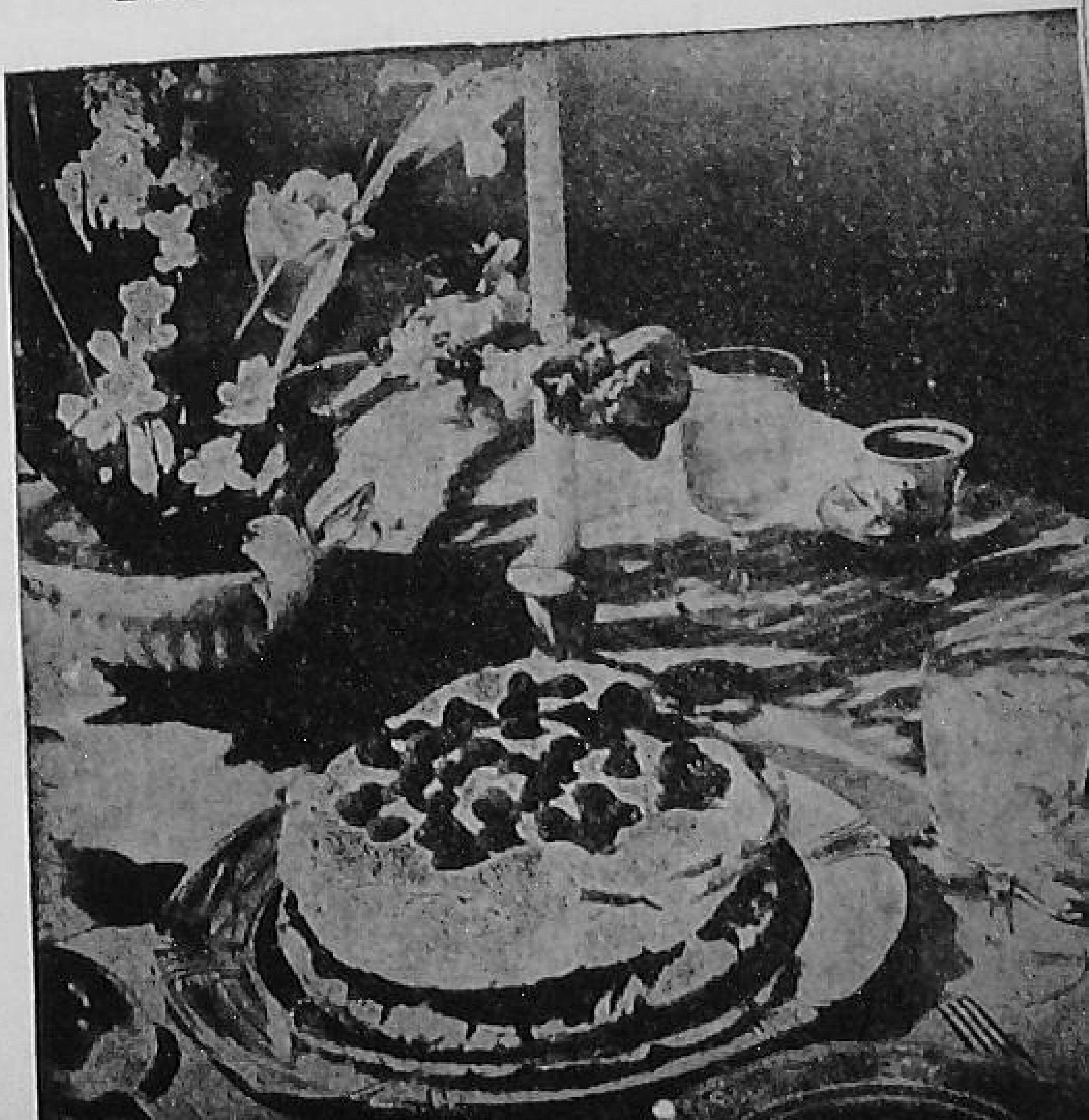
2 c. flour	½ to ¾ c. milk
1 T. sugar	½ t. salt
3 t. baking powder	4 T. fat

Mix and roll out as for biscuits.

For individual shortcakes, cut round with large biscuit cutter and place two together, one on the other, before baking. Bake in a hot oven (425° to 450° F.) until delicately browned. Split and fill with crushed fruit, or whole berries slightly sweetened, preferably with powdered sugar. Put top crust on and cover with fruit. Serve with or without whipped cream.

Raspberries, peaches, and cherries are also good served as shortcake.

FIG. 183. STRAWBERRY SHORTCAKE



❧ Sunday Supper-Specials

ANOTHER SATURDAY FOOD JOB is to plan and partially prepare the meals for Sunday. Sunday night is a time when supper specials are in order. One requirement for a satisfactory Sunday night supper is that it must be little trouble to assemble and serve. Of course there can be some last-minute preparations with which others can help, but on Sunday night no one wants to do any extensive cooking.

Why not make planning and preparing Sunday night suppers your contribution to the family's comfort and pleasure?

In summer cold sandwiches and salads can be served with little preparation, perhaps a kitchen buffet supper will be pleasant.

When the weather is cold, special Sunday night suppers by a crackling fire in the living room are fun. A simple plate meal that can be eaten with a fork from a plate held on one's lap is ideal. A small table or the tea cart will make a serving table, and everyone can be seated where he can find a place to set his cup and saucer or a glass.

WHAT SHALL THE MENU BE?

Since Sunday dinner is usually somewhat elaborate, the Sunday evening meal should be light. Often there will be left-over meat from dinner, perhaps chicken.

SUNDAY NIGHT SPECIAL I

Creamed Chicken
Radishes
Celery
Sweet pickled peach
Chocolate or Cocoa or some other beverage
Salted Nuts

Creamed Chicken

2 c. chopped cooked chicken
1 c. canned mushrooms
1 slice onion
1 T. chopped parsley
1 c. top milk
½ t. salt
2 T. butter
2 T. flour
Paprika

Other left-over meats may be substituted for chicken and prepared in the same way.

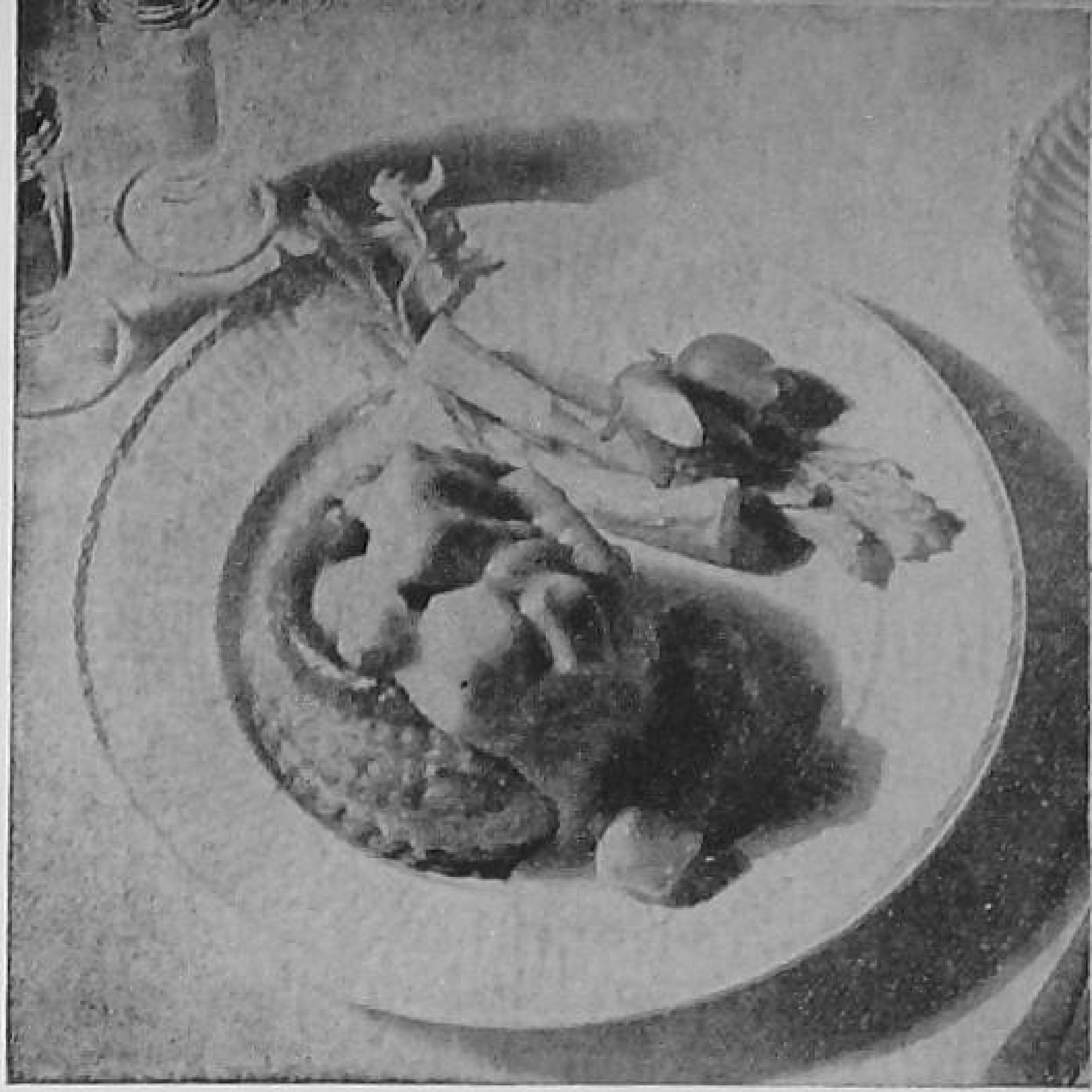


Fig. 184. A SUNDAY NIGHT SPECIAL
Creamed chicken

Scald milk with the onion in it. Remove onion and make a white sauce by melting butter, adding flour and mixing until smooth. Add hot milk and cook until thick, stirring to make smooth. Add salt and chicken.

This mixture may be cooked after dinner and cooled for later use. When ready to serve, re-heat the chicken mixture, add mushrooms drained from liquid, and chopped parsley. Season to taste.

Serve in patty shells, or on crisp toast, or in bread cases. Patty shells can be bought ready-made. It will freshen them to heat them in the oven.

Bread cases are little boxes of toasted bread. Use stale bread. Cut a loaf into 5 or 6 pieces, trim the crust and cut out the center (this much can be done in advance). Just before using, brown in a moderate oven.

Salted Pecans or Peanuts

Melt 2 T. of butter in a shallow pan in the oven. Add 1 c. of nut meats and stir until the nuts are coated with melted butter. Place pecans in a slow oven to toast. Stir frequently so that the nuts will brown evenly. When the nuts have browned just a little, remove them from oven, turn on a piece of absorbent paper, sprinkle with salt and cool. When thoroughly cold store in a tin box.

Planning the Work

How would you plan the preparation of this supper so that there will be the minimum of work for Sunday night?

List all the things that could be done ahead of time.

Assume that there are three people to help with the Sunday night preparation and serving. How would you allot jobs?

Coffee

Use 1 T. of coffee for each cup of water. The coarseness or fineness of the coffee used is determined by the method of making coffee. For *boiled coffee or percolator coffee* use a medium ground coffee. For *filtered or dripolator* (newer glass coffee maker) coffee use finely ground coffee.

Methods of Making Coffee

Boiled coffee. Mix coffee, half the water cold, and a little egg white or crushed egg shell. Add boiling water and bring to boiling point. Remove from direct heat and let stand 3 minutes. Add a T. of cold water to settle the coffee.

Percolator or dripolator coffee. Put water in lower part of the utensil, and coffee in the upper part. Place on direct heat (or connect to electric plug). Allow coffee in percolator to percolate 5 to 10 minutes.

In using a dripolator or glass coffee maker allow water in lower part to boil for one minute. The water will rise into the upper compartment. Turn off the heat. When the coffee has all dripped back into the lower part, remove the upper part and serve from the lower part.

Drip Coffee. Put the coffee in the small middle compartment. Pour boiling water into the top container and put cover on. After a little water has dripped into the lowest container, set the pot over low heat until all the water has dripped through. Remove upper containers and serve from the lowest container.

Chocolate (see recipe, page 394)

Cocoa

½ c. water	4 c. (1 qt.) milk
3 T. powdered cocoa	3 T. sugar

Few grains salt

Cook water and cocoa in the top part of the double boiler, directly over the fire until smooth (about five minutes). Place over boiling water in double boiler, add milk, sugar, and salt, and cook until smooth. Beat with a Dover beater just before serving in order to break the skin.

Cocoa may be made directly over the fire. In this case heat almost to boiling, stirring constantly, but do not boil.

Serve with whipped cream if desired. Vanilla is a desirable addition to chocolate.

Sunday Night Special II

Club sandwiches
Ripe olives
Fruit gelatin salad (page 433)
Milk, tea, or other beverage
Cookies (see pages 389–393)

Club Sandwich

3 slices of toast for each sandwich
Lettuce
Sliced breast of chicken or turkey
Butter
Cooked salad dressing or mayonnaise
2 or 3 slices of crisp bacon
Sliced tomato
Sliced sweet pickle

Ham may be substituted for bacon.

Toast bread and butter on one side. Cover one slice of toast with crisp bacon and lettuce. Spread with small amount of mayonnaise. Cover with a second slice of toast. Butter or spread with mayonnaise. Cover with lettuce leaf and sliced chicken (turkey or other cold meat). Add sliced pickle. Cover with last piece of buttered toast. Cut in triangles and serve while toast is hot. Garnish with olives and water cress.

For a Junior Club Sandwich omit one slice of toast.

Club sandwiches are ideal for Sunday night supper because most of the preparation can be made in advance.

How would you plan this supper for the minimum of work to be done on Sunday night?

If this menu was to be prepared for your family, what would you plan to do ahead of time? How would you apportion the jobs on Sunday night?

Fig. 185. A waffle supper

A Waffle Supper

MENU

Waffles with creamed chicken (page 444)
Cranberry Jelly
Peanut Cookies (page 391)
Green Salad
Milk, Coffee, or Cocoa

A waffle supper is always a favorite. Creamed chicken is good served on waffles as a supper dish.

The table can be set ahead of time, and the waffle batter can be made and put in the refrigerator (for batter to be kept several hours before cooking a double action baking powder is advisable because it does not complete its leavening action until heated).

Waffles (Electric Waffle Iron)

(Makes 4 four-section waffles)

2 c. pastry flour	1¼ c. milk
3 t. baking powder	4 T. melted butter, or other fat
½ t. salt	2 eggs

Mix and sift dry ingredients; add egg yolks, milk, and melted fat, which have been thoroughly mixed; and fold in stiffly beaten egg whites. Pour on the center of a hot waffle iron from a pitcher or cup, allowing about one third cup of mixture for one waffle. Bake until evenly browned and crisp.

Serve with butter or melted butter and sugar or sirup.

If the waffle iron has not been used recently it will be well to preheat the iron and leave it open to cool. This will evaporate any moisture that has collected and will prevent the waffle from sticking to the iron.

CLASS DISCUSSION AND ACTIVITIES

1. Discuss some of the menus your family enjoys on Sunday night.
2. Plan a Sunday night supper for your family that you can prepare. Make a schedule to show what you would do ahead of time and what last-minute things are to be done.
3. Contrast a supper menu suitable for a winter night with one for a summer night. How would you serve each?

Meal Service Family Style

YOU CAN HELP with the serving of meals even before you are experienced enough to assume responsibility for preparing them. Sunday dinner is looked forward to by the whole family. Everybody is usually at home for this dinner and frequently there are guests. The homemaker rises to the occasion by serving a menu with favorite foods.

The table, as well as the family, looks its best in Sunday attire of the best linens and dishes, with flowers to complete the festive setting. Yes, Sunday dinner is a real family festival. You will want this meal well served and your help will be appreciated by the whole family. Sunday dinner is a good one to illustrate acceptable table service.

Dining means more than eating. It means eating in a leisurely manner and enjoying the companionship of others. Any successful dinner, to be sure, requires a good menu and an attractive setting, but most of all it requires good fellowship. Mealtime is the time to enjoy the company of your family and friends. To do your part you must be in the best of spirits, interested in others and interesting to others. Good manners and good judgment both demand that one be on time for meals. Food is not as good when it must stand after it is ready to serve, and tempers and dispositions of those who have to wait for latecomers also are not so good.

SETTING THE TABLE

How will you serve a family dinner? Let us suppose that the following is the menu for this dinner.

THE DINNER MENU

Soup or fruit (as appetizer)

Meat, or fish, or poultry	Two vegetables
Salad or a relish	Bread and butter

Dessert

Table linen. For dinner a tablecloth and large dinner-sized napkins are used. A linen damask cloth is most elegant and most

whose plate they are placed. The hostess should suggest that he have a cracker, some jelly or whatever the dish is. He may help himself and pass it to his neighbor, or he may first offer it to his neighbor, and serve himself afterward. Which procedure to follow should be determined by circumstances. It is much more polite to help oneself first than to hurry one's neighbor who may be otherwise occupied. It is not good form to interrupt the host and hostess in serving by passing dishes to them.

Waiting on the Table. One of the ways that a boy or girl may be of much help at home is by assisting with the serving of family meals. In family table service without a maid, it may be necessary for someone to leave the table to serve the hot bread, fill the glasses or cups, remove the dishes for one course, or to serve the next course. Just the opportunity for you!

The one who is leaving the table to serve does so as unobtrusively as possible, not even asking to be excused from the table. If anyone else leaves the table, for any purpose, the hostess should be asked to excuse him from the table.

When one leaves the table to assist with the serving, or for any other reason, the unfolded napkin should be laid on the table. When the serving is completed one returns to his seat and the napkin is again laid in the lap.

Placing and removing dishes. Herein, to make these directions clear, any person at the table is designated as the guest and the

FIG. 188. A BOY CAN HELP WITH THE SERVING OF MEALS.

one serving is designated as the waitress. The comfort of the guest must be considered at all times. Therefore, the waitress should never reach in front of a guest or inconvenience him in any other way.

It is usually more convenient for the guest and the waitress if the waitress uses the hand farther from the guest. Therefore, when at the left of the guest use the left hand and on the right side of a guest use the right hand for placing, removing, or passing dishes. Try this out to see how it operates.

When passing food for the guest to serve himself, pass the food to the left, with the left hand, holding the dish conveniently low. If a guest is observed to be left-handed, as stated previously, it is thoughtful to go to his right.

Dishes that are to be placed on the table or those that are to be removed from the table may be removed from either the right or left side. It is simpler, perhaps, to use left-hand service.

Coffee cups should be placed and removed from the right with the right hand to avoid reaching in front of a guest.

In removing a course, the serving dishes, including such dishes as bread plates and relish dishes, are removed first, then the dishes from each cover, and last the salts and peppers.

In removing the main course, when bread and butter plates are used, pick up the bread and butter plate first with the left hand, transfer it to the right hand, and then pick up the dinner plate with the left hand.

In waiting on the table do not stack dishes. Take away only two plates or dishes at a time, one in each hand.

Glasses are refilled between courses if one leaves the table to fill them. Refill glasses without lifting them from the table. Use a folded napkin to remove the drop of water from the lip of the pitcher after each glass is filled. This precaution will avoid spilling the water on the tablecloth. If someone at the table is to refill the glasses he should notice when a glass is empty and ask that person if he will have water. Those at the table then pass the glass.

To remove bread crumbs from the table (before serving the dessert) use a small plate and folded napkin.

When the dessert is served from the kitchen, bring in two plates at a time placing first one and then the other. The more elegant way is to place one on the buffet or serving table, bringing only one plate at a time to the table.

Using a Serving Table. For informal family service, especially for a small family, a tea cart or serving table placed near the hostess is a convenience. The pitcher of water, the salad, dessert, or the coffee or tea pot may be placed here.

With a serving table it is possible for the hostess to serve the meal without getting up from the table. The lower shelf may be used for the soiled dishes. This will prove satisfactory only for a small group because there is not much room and dishes should not be scraped and stacked in the dining room. It is much pleasanter if someone from the table takes soiled dishes to the kitchen.

Hospitality at the Table. A gentleman guest is usually seated at the right of the hostess, a lady at the right of the host. If there are more than one or two guests, those to whom one wishes to show a special mark of courtesy may be seated in the places of honor at the right of the host and hostess.

In the family style of table service the host and hostess are at all times attentive to the needs and interests of their guests. They notice whose glass or cup is in need of refilling, who may want a roll, or an olive, or who might enjoy a second helping of some food.

If one is asked by the host or hostess to have a second service, it is permissible to pass one's plate for it, if it is desired. But second helpings should usually be avoided because they often mean overeating, or they may mean eating too little of some needed food in order to have more of a less needed but favorite food.

Table Manners and Customs. See Chapter 17 for a full discussion of table manners and customs. Also Chapter 18 for notes on eating in public places.

Table Decorations. Table decorations should be simple. A few flowers, attractively arranged, a fern, or other potted plant, is an acceptable centerpiece. Low flower arrangements are best because the people at the table like to see one another. Tall flowers often interfere with conversation. When fresh flowers are not available, fruit or some sort of greens make a pleasing centerpiece.

Color schemes may be carried out in the flowers and other decorations, such as candles, nut cups, and place cards. These things are associated with special occasions, such as birthday dinners, or sometimes when there are guests. For most people candles make a dinner a dinner party.

Just a tip for the Christmas dinner table. Use four candles and a large bowl of multicolored Christmas tree ornaments. With

lighted candles reflected in the shiny surfaces of the ornaments the effect is very gay.

CLASS DISCUSSION AND ACTIVITIES

1. Set the table for a Sunday dinner family style. Use a specific menu. Why?
2. Assume the responsibility for waiting on the table for Sunday dinner to whatever extent the occasion requires in your family.
3. Visit a store and study table linens. Ask to see the sizes of napkins appropriate for dinner, lunch, or breakfast, and for tea.
4. Notice flower arrangements. If flowers are available for use in your home, ask if you may have the opportunity of arranging them, especially for the table.
5. Check your table manners for needed improvements. Plan to make your manners acceptable to others, even to the most exacting.

BOOKS TO READ

Baxter, L., Justin, M. M., and Rust, L. O. *Our Food.* J. B. Lippincott Company.

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Friend, M. R., and Shultz, H. *A First Book in Home Economics.* D. Appleton-Century Company.

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Cookbooks

Farmer, Fannie M. *The Boston Cooking-School Cook Book.* Little, Brown and Company.

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Smith, C. F. *Camp Fires and Cooking.* Boy Scouts of America.

For bulletins, see page 460.

Sugar and Spice and Other Things Nice

LET'S MAKE CANDY! Some of the candies that are favorites from the home kitchen are fudge, mints, nut brittles, caramels, and pralines.

Equipment for candy-making. A measuring cup, a spoon, a spatula, and a wooden spoon are essentials. You should also have a saucepan with a smooth surface and deep enough to keep the candy from boiling over. The size will depend on the amount of candy you want to make, but a two-quart saucepan is a good size. Then you will need waxed paper, a cup with cold water for testing the candy, a fork with a piece of cheesecloth wrapped about the tines to keep the sides of the pan cleaned as the candy boils (especially important in making smooth fudge and fondant), and pans or platters in which to pour the candy. If you make candy often, a candy thermometer is a good investment.

TEMPERATURES AND TESTS FOR COOKING CANDIES

The secret of good candy-making is cooking it to the right temperature. A candy thermometer takes the guessing out of candy-making. If you do not have a candy thermometer, you can use the *cold water test* to tell when the candy is "done." For the cold water test, pour ½ teaspoon of the hot candy into a cup of *very* cold water. Shape the sirup with the fingers.

Soft ball (236° to 238° F.): You can form the sirup into a soft ball in the cold water. This "ball" will flatten out when removed from the water.

Firm ball (246° to 250° F.): You can form the sirup into a ball which offers some resistance to the fingers. When removed from the water, the "ball" will not flatten out of its own accord.

Hard ball (265° F.): The sirup can be formed into a waxy or chewy ball.

Hard crack (300° to 310° F.): The mixture when dropped from the spoon into cold water makes a brittle thread.

Recipes for Making Candy

Chocolate Fudge

2 c. sugar
¾ c. milk
1 T. light corn sirup
2 oz. unsweetened chocolate
1 t. vanilla
2 T. butter
dash of salt

Heat chocolate, sugar, sirup, milk, and salt in a saucepan. Stir until the mixture is well blended and boiling. Continue boiling but *do not stir.* Cook to 236° F., or until a soft ball forms when dropped in cold water. Remove from the stove. Add butter and vanilla. *Do not stir.* Set pan in cold water until the mixture is cool (110° F.), or until the pan is only lukewarm. Beat, preferably with a wooden spoon, until the mixture begins to thicken and to lose its gloss. Pour into buttered pan. When firm, cut into squares.

Nut fudge: Just before pouring, add 1 cup of nut meats, broken in pieces, to the above recipe. Pecans, black walnuts, or English walnuts are recommended, but any nuts are good.

Marshmallow fudge: Cut marshmallows (¼ lb.) in half. Arrange in a buttered pan with the cut sides up. Pour the beaten fudge over the marshmallows. Cut when cold.

Pralines, Creole

2 c. light brown sugar
1½ c. thin cream
1 T. butter or oleomargarine
2 c. pecan halves

Mix the brown sugar, cream, and fat and cook in a saucepan about thirty minutes until the temperature reaches 236° F., or until the mixture will form a soft ball when dropped into very cold water. Remove from the fire, cool a little, beat until creamy. Add the whole pecan meats. Stir well. Drop from a tablespoon onto a cold, greased surface.

Mexican Pecan Candy

2 c. brown sugar
¾ c. water
1 t. vinegar
4 c. pecan halves

Mix sugar, water, and vinegar. Boil to 236° F., or to the soft ball stage. Remove from fire, cool slightly, beat until creamy. Add pecans and drop from a tablespoon onto a cold, greased surface.

Note: If light brown sugar is not available, use 1 cup white sugar and 1 cup dark brown sugar, or use 2 cups of white sugar and 1 cup of cane sirup or molasses.

Fondant

2 c. sugar	2 T. light corn sirup
1¼ c. water	⅛ t. cream of tartar

Put all ingredients into a saucepan. Stir over low heat until sugar is dissolved. Cover. Boil slowly for three minutes. Remove cover and boil rapidly to 236° F., or to a soft ball stage. *Do not stir* while cooking. If sugar crystals form on sides of saucepan, remove them with a piece of wet cheesecloth wrapped about the tines of a fork. Pour onto a platter very slightly greased. Let cool until the mixture feels slightly warm to the touch. Stir with a wooden spoon until the clear mixture begins to cream and thicken. Then work with the hands until the mixture is smooth and free from lumps. Store in a tightly covered glass dish or jar. Fondant can be kept for three or four weeks. It is the basis for mints, bonbons, and other confections.

Mints

Fondant (1 c.)	1 or 2 drops of oil of peppermint, wintergreen, spearmint, clove, or lemon
Few drops of food coloring as desired	

Melt fondant in a small double boiler over hot water. Stir in the coloring and flavoring desired. Drop from the tip of a teaspoon onto a flat surface covered with waxed paper. If the fondant becomes too thick to drop from a spoon, add a few drops of hot water.

Vanilla Caramels

1 c. sugar	½ c. cream
½ c. brown sugar	1 c. milk
½ c. light corn sirup	¼ c. butter
1 t. vanilla	

Mix all ingredients except the vanilla in a saucepan. Place over heat and stir until sugar is dissolved. Then increase heat, stirring constantly, until temperature reaches 250°, or until firm ball forms when dropped in cold water. Remove from the stove. Add vanilla and pour the candy into well-buttered pans to the depth of ¾ inch. When nearly cold, cut candy into cubes and wrap in waxed paper. If candy sticks to knife, dip knife occasionally in hot water.

Peanut Brittle

1 c. roasted peanuts — 2 c. sugar
dash of salt

Remove all skin from the peanuts, and chop the nuts coarsely. Spread the nuts in a pan (greased). Dash with salt. Melt sugar in a heavy frying pan over low heat. Stir constantly with the back of the spoon as the sugar melts. When a golden brown, pour over the nuts. While still warm, mark into squares. Break into pieces when cold.

Making Salted and Cinnamon Nuts

Salted Pecans or **Peanuts:** (See page 445.)

Salted Almonds: Pour boiling water over shelled almonds, and let stand until the skins loosen. Drain. Pour cold water over them. Skin and dry between towels. Put ½ cup of salad oil into a small saucepan. Heat until it begins to smoke. Cook almonds about ¼ cup at a time. Cook until a light brown. Remove nuts. Drain on absorbent paper. Sprinkle with salt.

Fig. 189. FUTURE HOMEMAKERS MAKING MINTS

Cinnamon Nuts

1 c. sugar
⅛ c. evaporated milk
½ t. cinnamon
⅛ t. salt
2 c. shelled pecans (or other nuts)
½ t. vanilla

Mix and heat sugar, milk, cinnamon, and salt over low heat until sugar has dissolved. Cook to soft ball stage (238° F.). Remove from the stove and stir in the nuts and the vanilla. Stir until nuts are evenly coated. When the sugar begins to cream or crystallize, spread the sugar-coated nuts on waxed paper. Separate them if possible. When cold, pack in tin box.

Making Cranberry Jelly

Cranberry jelly is fun and easy to make. It can be your part in preparing the Thanksgiving dinner.

Cranberry Jelly

2 c. cranberries
½ c. water
1 c. sugar

Inspect the cranberries. Discard any imperfect ones. Wash the berries. Place cranberries and water in a deep, covered saucepan and cook until the skins burst. This will require about ten minutes. Put through a sieve and return this mixture to the saucepan. Add sugar, stirring well to dissolve the sugar. Boil in uncovered saucepan for from 3 to 5 minutes. Pour into a mold, cool, and keep covered in a refrigerator. Unmold just before serving by loosening the upper edge with a knife and setting the mold in warm water for a very few seconds.

For cranberry sauce, use same recipe but add sugar to cranberries and water. Cook in covered pan till skins burst (10 to 15 minutes). Pour in mold without mashing or straining berries.

Bulletins and Leaflets. United States Department of Agriculture. Human Nutrition and Home Economics Research Service

Family Fare — Food Management and Recipes. G–1.
Freezing Combination Main Dishes. G–40.
Green Vegetables Good Eating. G–41.
Meat for Thrifty Meals. G–27.
Money Saving Main Dishes. L–289.
Root Vegetables for Everyday Meals. G–33.

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